

ARISE Academy School Cover Sheet

NAME OF CHARTER SCHOOL: ARISE Academy

NAME OF NONPROFIT CORPORATION: ARISE Academy

CHAIR OF THE NONPROFIT BOARD: Chris Ross

MAILING ADDRESS: 200 Broadway, Suite 108 New Orleans, LA 70118

INDICATE THE CHARTER TYPE APPLIED FOR: ☐ 2 ☐ 4 ☒ 5

NAME OF CONTACT PERSON

DESIGNATED BY NONPROFIT BOARD: Andrew Shahan

TITLE/RELATIONSHIP TO NONPROFIT: School Leader

MAILING ADDRESS: 200 Broadway Suite 108, New Orleans, LA 70118

TELEPHONE (day): 504 274 3619 **CELL PHONE:** 504 520 9245

EMAIL ADDRESS: andrew@newschoolsforneworleans.org

ARE YOU APPLYING TO OPERATE MORE THAN ONE SCHOOL? NO

NAME OF MANAGEMENT COMPANY (if any): NA

NAME OF PARTNER ORGANIZATION (if any): NA

SCHOOL LEADER'S NAME (if selected): Andrew Shahan

TELEPHONE (day): 504 274 3619 **CELL PHONE:** (504) 520 9245

EMAIL ADDRESS: andrew@newschoolsforneworleans.org

Year 1 Grade Levels: Year 1 Projected Enrollment: 120

Grade Levels at Full Capacity: PreK - 8

Projected Enrollment at Full Capacity: 600

Anticipated First-Year Operating Budget.

Revenue: \$ 1,526,438

Expenses \$ 1,494,954

If applying as a Type 5 for an RSD facility in New Orleans, indicate school facility preferences in priority order:

1	_____	2	_____
3	_____	4	_____
5	_____	6	_____

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocations after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization

Signature of Chair of Nonprofit Corporation Date
Or Local School Board President

Printed Name of Chair of Nonprofit Corporation
Or Local School Board President

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EXECUTIVE SUMMARY

a. A clear statement of the mission, academic philosophy and values;

Mission

ARISE Academy passionately raises the academic, social and physical levels of each student to succeed in High School, College and the World beyond.

Academic Philosophy

Serving All Children, College and Beyond

ARISE Academy's academic philosophy is founded on one core belief: all children can learn. This belief infuses every aspect of ARISE Academy's school design. ARISE Academy will work tirelessly to ensure that it prepares every child for college. By developing a strong culture that is anchored by high expectations, ARISE Academy will create an environment that motivates and compels all children to achieve.

No Excuses in the Pursuit of Excellence

In order to execute our mission, we cannot blame parents, students, or societal conditions for poor performance. It is upon us as educators to empower students to achieve excellent academic results. When students fail to master a standard, ARISE Academy educators will only consider one variable: how could the students have been served more effectively by the teachers and leaders of the school? This attitude will ensure that ARISE Academy is always doing everything it can to achieve academic excellence

A Focus on Results

Too often schools focus on education inputs rather than student outputs. ARISE Academy will not fall into this trap: it will have an unwavering focus on results. ARISE Academy administrators, teachers, and students will all set end of the year goals and will be evaluated based on their achievement of these goals. By focusing on results, ARISE Academy will hold itself accountable to its families, the city of New Orleans, and the State Board of Elementary and Secondary Education.

Values

Achievement- Achievement is the foundation upon which we build at ARISE Academy. This involves continuous assessment, reflection and awareness.

Respect- We respect all learning styles, students, family members and staff. Respect is evident in our behaviors

Innovation - We are critical and creative thinkers. If there exists a problem, we look for a solution ability to critically think and apply, for both teachers and students

Service - We have an unwavering belief in the power of service. We reflect this belief in all we do.

Enthusiasm - We are passionate about life long learning and exhibit a positive mindset.

b. An overview of the school structure, leadership team and governance;

School Structure

ARISE Academy will serve New Orleans students from pre-kindergarten through eighth grade, and is available tuition free on a lottery basis to grade-level eligible students. The school proposes to open for the 2009-2010 school year with four classes of 120 students in pre-kindergarten, kindergarten, first grade, and second grade. ARISE Academy proposes to admit new classes each year until the school is serving K-8 in 2015-2016.

Leadership Team

ARISE Academy's leadership team consists of an outstanding group of committed professionals dedicated to bringing an exceptional college preparatory program to the families of New Orleans. This team is headed by Andrew Shahan, the proposed school leader, a successful urban educator who is currently studying proven charter school design and practice as part of the New Schools for New Orleans incubator program, a training program which recruits and trains high capacity individuals to design an uncompromising, practice-proven urban charter school for students in New Orleans.

Mr. Shahan has six years of varied educational experiences in both regular and special Education. He has taught in self contained, inclusion and regular settings in Atlanta, New York and Guatemala. Mr. Shahan served as the Learning Specialist for KIPP STAR College Prep Charter School in Harlem, NY – one of the highest performing public schools in the city of New York. Andrew designed and oversaw a completely inclusive special education program. KIPP STAR consistently out performed district, city, and state school averages on achievement tests. Mr. Shahan built individualized plans for students in order for them to achieve progress and success in a rigorous, "no excuses", college preparatory academic program. Serving as advocate for students and using multiple intervention strategies, Mr. Shahan achieved 100% participation for all his students in regular KIPP STAR classrooms. Mr. Shahan's deep knowledge of at-risk / high needs children has allowed him to continually raise the student achievement levels of at-risk youth.

At KIPP STAR in Harlem Mr. Shahan saw a great need to understand and service students with limited English proficiency. Mr. Shahan sought opportunities to further understand the Limited English Proficient learner and strategies to increase achievement. His search lead him to the American School of Guatemala, a bilingual institutional, where he would become head of learning support for the upper school. Mr. Shahan helped, once again, to create and implement a completely inclusive setting for all students that is still in use today and achieving great results. While coordinating support services for students at the American School of Guatemala students in his programs consistently outperformed their peers on the Stanford achievement test.

Mr. Shahan has a BA from Oglethorpe University; a MEd in Interrelated Special Education from North Georgia College and State University and is currently pursuing a doctoral degree in Educational Leadership. Mr. Shahan is also a former collegiate tennis player and coach.

Governance

The Founding Board of Directors is a high-capacity group possessing the wide array of professional skills necessary to launch and govern a highly successful charter school in New Orleans. All Founding Board members are dedicated to the mission and vision of ARISE Academy and are uncompromising in their mission to deliver a school that fulfills the promise of academic achievement for every student. Each member of the founding board has committed their professional experience and expertise to ARISE Academy, and is prepared to execute their duties as a governing Board of Directors. Along with Lead Founder Andrew Shahan, members of the current founding group include

Board Bios

Chris R. Ross has worked as a director in non-profit real estate development for the past four years specializing in property acquisition and affordable housing development. A licensed real estate agent for the past 10 years he was recognized as Latter & Blum's Commercial "Rookie of the Year" in 1999 for his superior achievement during his first year with the firm. As a small business owner, Chris has honed his skills in business organizing and has formed a goal-oriented approach to community development. Chris was also selected one of City Businesses Minority Success Guide winners for 2005. Chris is a native of New Orleans and attended Louisiana Technical University.

Sherry Vinturella is the Training Administrator for Adams and Reese LLP. Sherry trains all attorneys and staff on all aspects of the computer hardware and software systems. She oversees the training attorneys and staff in all 10 offices of Adams and Reese LLP. She is a member of The Urban League of Greater New Orleans Young Professionals organization, where she serves as the Membership chair. Sherry volunteers for the Heart of Hospice Center on the Westbank of New Orleans. Sherry is a graduate of Hahnville High School and Louisiana Tech University.

Gary Kreigh brings over twenty years experience serving on and working with Boards of non-profit organizations. Currently, he is the Assistant Secretary to the Board of Directors for Ochsner Health System, Ochsner Clinic Foundation and Ochsner Community Hospitals and has worked and studied under the BroadBaker Group of Kansas City, Missouri, related to Board Governance. Gary was also the International Treasurer and International Vice President of Education for the Information Systems, Audit & Control Association and served as Regional Vice President on its the international Board. Originally from the Midwest, Gary has a Bachelor's degree in Accounting from Ball State University and is currently attending Gonzaga University for a Masters degree in Organizational Development. He is a Certified Internal Auditor and Certified Fraud Examiner. The father of three grown children, Gary is eager to put his Board and business experience to assist NSNO in the growth and development of education in New Orleans.

Charel W. Katz is Director of Philanthropic Programs for the Ochsner Health System, a non-profit, academic, multi-specialty, healthcare delivery system dedicated to patient care, research and education. The system includes seven hospitals and over 35 health centers located throughout Southeast Louisiana. Charel joined Ochsner in 1989 as the Special Event and Donor Relations Coordinator. In 1992, she assumed her current responsibilities as Director of Programs and Operations for the 14-member team of the Department of Philanthropy. Prior to joining Ochsner, Charel was actively involved in the New Orleans community as a volunteer and coordinator of an emergency device program run through a not-for-profit agency. She is a member of the Association for Healthcare Philanthropy and has been involved on various levels including serving as Southeast Regional Director and national AHP Vice Chair for Membership and Communication. She holds a Bachelor of Arts degree in History from Newcomb College of Tulane University. Charel has two sons, both of whom live in Texas along with her daughter-in-law and two wonderful granddaughters.

Lucia Blacksher has been General Counsel for the Greater New Orleans Fair Housing Action Center (GNOFHAC) since January 2004. She oversees litigation and enforcement actions filed on behalf of GNOFHAC, as well as individuals who have experienced housing discrimination in the rental, sales, lending, and homeowners' insurance markets. Prior to joining GNOFHAC, she was a trial attorney for the United States Department of Justice, Civil Rights Division, Disability Rights Section. While with the Justice Department, she assisted with the enforcement of disability rights laws, including the Americans with Disabilities Act, Rehabilitation Act of 1973 and the Fair Housing Act. Ms. Blacksher received a B.A. from Tulane University's Newcomb College and a J.D. from Loyola University School of Law in New Orleans.

c. A description of the school's short- and long-term goals (academic and operational);

Academic Measure	Year 1	Year 2	Year 3	Year 4	Year 5
Attendance	95%	95%	95%	95%	95%
% Students Basic or Above Math	40%	50%	60%	70%	80%
% Students Basic or Above ELA	40%	50%	60%	70%	80%
% Students Basic or Above Science	40%	50%	60%	70%	80%
% Students Basic or Above Social St.	40%	50%	60%	70%	80%
SPS Score	-	Baseline	+10	+10	+10
Diagnostic Test / Norm Referenced	Annual growth of ½ gap of student and grade level requirement within 3 NCE of grade level; then +3 NCE a year				
Meet AYP Goals Annually					
Operational Measure					
Successful Audit in Each Year of Operation					
Positive Fund Balance in Each Year of Operation					
All Financial Reports Submitted in Timely Manner					

d. An explanation of the research-base that demonstrates the school model will be effective in improving student achievement;

ARISE Academy's school model is heavily influenced by the "No Excuses" school model, a model that has proven to be extremely effective in raising student achievement levels in at-risk student populations. Many of our nation's highest performing charter groups – including KIPP, Achievement First, and Uncommon Schools – implement some form of this model. Abigail and Stephan Thernstrom's landmark book, *No Excuses Closing the Racial Gap in Learning*, (2003) details several proven elements of that these successful schools have used to close the achievement gap. Throughout the charter application, this research and others will be used to support the effectiveness of the chosen model. Specifically, the core values of teaching and learning are all based on sound research, and this research is cited in the body of the section.

e. An explanation of how this model is appropriate for all students and will lead to higher levels of academic achievement for the target population; and

There is clear evidence that the "No Excuses" model can raise the level of academic achievement in at-risk student populations. It is important to reiterate that the model embodies the idea that *all* students will be successful, go on to college, and have the opportunities that follow academic achievement. By focusing on the mastery of literacy and cognitive ability, these schools are unquestionably successful in raising the achievement levels of all students.

Perhaps most notably, many of the highest performing open-enrollment charter schools in New Orleans model themselves off the aforementioned model; including KIPP Believe, KIPP Central City, KIPP McDonogh 15, New Orleans College Prep, and Langston Hughes Academy. These schools have clearly demonstrated that the model is appropriate for the children of New Orleans.

f. An explanation of the school's core values about teaching and learning.

Excellent Teachers are Essential for Excellent Results

Educational researchers indicate that teacher quality is the most important determinant of student success.¹ Recruiting and training great teachers will thus be one of ARISE Academy's foremost priorities. ARISE Academy will only hire teachers with the highest expectations and a firm belief that all children can learn. Once hired, ARISE Academy will further develop teachers through frequent classroom observations, coaching on how to use data to drive instruction, and peer collaboration

Extended Learning Time for All Students

We recognize that the majority of our students will come to us significantly below grade level. As such, ARISE Academy will provide students with a systematic schedule of additional learning time. Research has consistently shown that an educational program utilizing additional hours of carefully planned, engaged academic learning is directly correlated to increased student achievement.² Our schedule reflects our belief that literacy and numeracy skills are the gateways to college preparatory learning.

High Expectations for All Students

Every aspect of the ARISE Academy school design is grounded in our mission to ensure every one of our students is receiving an education that will make them college ready. Research on high-performing schools serving low-income and minority populations has consistently demonstrated that a culture of no excuses and a belief in the ability of *all* students to achieve at high levels is of paramount importance to securing positive student outcomes.³

A Structured and Orderly Learning Environment

Successful urban school leaders echo the same core belief about building a successful school: a highly-disciplined culture is integral to establishing an environment where students can achieve at high levels. We will build structure through explicit processes, procedures, rituals, and routines that are consistent in every classroom and hallway.

Curriculum and Instructional Systems with Proven Results

Teaching and learning at ARISE Academy will be aligned to the Louisiana state standards and Grade-Level Expectations (GLEs), which we believe all students must master in order to be fully prepared to succeed in a selective college. Our instructional approach is not rooted in experimentation with respect to curriculum and pedagogy; rather, we will implement an instructional program that is informed by successful practice of high-performing urban public schools.

Using Data to Drive Instruction

ARISE Academy's constant data-analysis will foster a culture where success is defined only by student learning. Benchmark assessments will be modeled after the LEAP format and will examine content mastery strand by strand. The instructional team will disaggregate school-wide data and use results to re-teach and continually gauge the effectiveness of teaching methods.

Increased Parental Involvement

Parents are an essential resource to any school; stronger parent support will result in increases in student achievement. All ARISE Academy teachers and administrators will build relationships with parents; this relationship will begin with visits to every child's home that enrolls in the school, and it will be maintained through constant communication.

¹ Brewer, Dominic, Eric Eide and Dan Goldhaber "The Teacher Labour Market and Teacher Quality" Oxford Review of Economic Policy 20 (Summer 2004) 230. Ferguson, Ronald F. "Paying for Public Education: New Evidence on How and Why Money Matters." Harvard Journal on Legislation 28 (1991) 465-498. Hanushek, Eric A. "The Failure of Input-Based Schooling Policies." The Economic Journal 113 (February, 2003) F64-F98.

² WestEd, "Improving Student Achievement by Extending School: Is it Just a Matter of Time?" PACE Media/Education Writers Seminar, April 20, 1998, accessed via WestEd Web site: http://www.wested.org/online_pubs/timeandlearning/TAL_PV.html

³ This philosophy is informed by: Samuel Casey Carter, *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*, The Heritage Foundation (2000), U.S. Department of Education, *Successful Charter Schools* (2004), and Abigail and Stephan Thernstrom, *No Excuses: Closing the Racial Gap in Learning* (2003).

2. Complete the enrollment projection chart in *Appendix E*, providing enrollment for each grade level for years one through five.

See Mandatory Attachment F

MISSION AND VISION

1. A clear statement of the mission, academic philosophy, and values.

Development of Mission, Philosophy, and Values

ARISE Academy developed and honed its mission, philosophy, and values during a 15 day leadership intensive led by Nancy Euske, a professor of Organizational Behavior at the Haas School of Business at the University of Berkeley. Professor Euske is the original architect of KIPP's leadership program, and is a leading national expert in the field of school culture. Professor Euske's leadership intensive trains school leaders how to develop a mission aligned school that is driven by its core values. As a result of these trainings, ARISE Academy's mission and values are not empty declarations, rather, they underpin every aspect of the school design.

Mission

ARISE Academy passionately raises the academic, social and physical levels of each student to succeed in High School, College and the World beyond.

Academic Philosophy

Serving All Children, College and Beyond

ARISE Academy's academic philosophy is founded on one core belief: all children can learn. Research on high-performing schools serving low-income and minority populations has consistently demonstrated that a culture of no excuses and a belief in the ability of *all* students to achieve at high levels is of paramount importance to securing positive student outcomes.⁴

This belief that all children can learn infuses every aspect of ARISE Academy's school design. ARISE Academy will work tirelessly to ensure that it prepares every child for college. By developing a strong culture that is anchored by high expectations, ARISE Academy will create an environment that motivates and compels all children to achieve. Moreover, all our academic, enrichment and character education programs will be tailored to ensure that all our students will meet the admissions criteria of selective universities. ARISE Academy scholars will be taught the academic knowledge, as well as the study habits, values, and leadership skills they require to be successful in college and their professional careers.

ARISE Academy will support this philosophy with numerous practices and initiatives; specifically, alums of various colleges will give presentations to the students, college banners and promotional materials will be used to decorate the building, and all students will attend field trips to local colleges. Academically, ARISE Academy will also expect its students to master college readiness standards adopted from our nation's highest performing charters schools, by mastering both Louisiana state standards and supplementary college readiness standards, ARISE Academy scholars will be prepared for college and beyond.

No Excuses in the Pursuit of Excellence

In order to execute our mission, we cannot blame parents, students, or societal conditions for poor performance. It is upon us as educators to empower students to achieve excellent academic results. When students fail to master a standard, ARISE Academy educators will only consider one variable: how can the student be served more effectively by the teachers and leaders of the school? This attitude will ensure that ARISE Academy is always doing everything it can to achieve academic excellence.

⁴ Samuel Casey Carter, *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*, The Heritage Foundation (2000)

ARISE Academy will support this philosophy by fostering a culture where students and teachers take ownership over their actions and results. These behaviors will be taught explicitly through carefully designed routines, rituals, rewards, consequences, and consistent positive reinforcement from all teachers and staff. Implicit in our mission to prepare all students to attend and succeed in college is our commitment to develop student character, social responsibility, and leadership capacity – as this is increasingly important to both the welfare of the child and the child’s success in the college admissions process.

A Focus on Results

Too often schools focus on education inputs rather than student outputs. ARISE Academy will not fall into this trap; it will have an unwavering focus on results. ARISE Academy administrators, teachers, and students will all set end of the year goals and will be evaluated based on their achievement of these goals. By focusing on results, ARISE Academy will hold itself accountable to its families, the city of New Orleans, and the State Board of Elementary and Secondary Education.

ARISE Academy will support this philosophy by fostering a results-oriented culture; specifically, students will monitor and track their own progression in mastering state standards and character goals. Teachers will also be tracking this data and will meet frequently with administrators to review student data. Finally, the school leader will be evaluated by the Trustees of the school with regards to how the school is meeting the goals that are articulated in the charter.

Values

Achievement- Achievement is the foundation upon which we build at ARISE Academy. This involves continuous assessment, reflection and awareness.

Respect- We respect all learning styles, students, family members and staff. Respect is evident in our behaviors.

Innovation - We are critical and creative thinkers. If there exists a problem, we look for a solution. We have the ability to critically think and apply, for both teachers and students.

Service - We have an unwavering belief in the power of service. We reflect this belief in all we do.

Enthusiasm - We are passionate about life long learning and exhibit a positive mindset.

2. Describe the community and students you wish to serve.

In applying for a Type 5 Transformation school, ARISE Academy is expressing its strong desire to serve those children who currently attend failing public schools. ARISE Academy understands that these students will be numerous grade levels behind and that intensive supports and interventions will be necessary to prepare these students for college. As with nearly all public schools in New Orleans, ARISE Academy expects the students to be predominantly African-American students from low-socioeconomic backgrounds. ARISE Academy is confident, and research demonstrates, that its model is extremely aligned with the needs of at-risk students. As for the specific community to be served, when the RSD releases a list of the schools it wishes transformed, ARISE Academy will work with the RSD to gauge which community would best partner with ARISE Academy in preparing children for college. Once the specific community is determined, ARISE Academy will conduct outreach to further integrate itself into the community.

3. Complete the enrollment projection chart in Mandatory Attachment F, providing enrollment for

each grade level for years one through five. Provide an enrollment projection.

See Mandatory Attachment F

EDUCATION PROGRAM

4. Discuss the school's educational philosophy and how it aligns with the mission.

a. Describe the instructional methods to be used that support the educational philosophy.

Educational Philosophy, Mission Alignment, Instructional Methods

ARISE Academy's educational philosophy is derived from the most successful charter schools in the nation – schools that consistently prepare their students to succeed in college and beyond. Specifically, KIPP, Achievement First, and Uncommon Schools have been major influences on the philosophy – the success of these schools has been frequently documented, most notably in a *New York Times Magazine* article by Paul Tough, entitled "What it Takes to Make a Student."⁵ All of these schools almost exclusively serve at-risk students and share the same demographics as the students who will be attending Type 5 charter schools. *ARISE Academy will not be conducting an education experiment; it will implement proven strategies that have consistently been proven effective in raising the achievement levels of at-risk students*

An unwavering focus on our mission to prepare students to enter and succeed in college will serve as the single guiding principle for every aspect of the school's educational program and instructional methodology. Fundamentally, we will act upon the belief that *all* students can learn at high levels and deserve the opportunity to receive a college preparatory public education. We believe in establishing clear and measurable high expectations for academic performance for every teacher and student, and we believe that it is ultimately the responsibility of adults in our school to do whatever it takes to ensure students meet the high academic and social standards we set for them.

Given the practices of our nation's highest-performing charter schools, and our mission to prepare children for college, ARISE Academy's education philosophy will consist of seven main pillars

- 1 Excellent Teachers are Essential for Excellent Results
- 2 Extended Learning Time for All Students
3. High Expectations for All Students
- 4 A Structured and Orderly Environment for All Students
- 5 Curriculum and Instructional Systems with Proven Results
6. Using Data to Drive Instruction
- 7 Increased Parental Involvement

Excellent Teachers are Essential for Excellent Results

Educational researchers indicate that teacher quality is the most important determinant of student success.⁶ Recruiting and training great teachers will thus be one of ARISE Academy's foremost priorities. Specifically, for its lead teachers ARISE Academy will seek out teachers with at least two years of teaching experience who have demonstrated an ability to raise achievement as measured by standardized tests. Additionally, ARISE Academy will only hire teachers with the highest expectations and a firm

⁵ Tough, Paul "What It Takes to Make a Student," *New York Times Magazine*, Nov 26th, 2006

⁶ Brewer, Dominic, Eric Eide and Dan Goldhaber "The Teacher Labour Market and Teacher Quality" *Oxford Review of Economic Policy* 20 (Summer 2004): 230
Ferguson, Ronald F. "Paying for Public Education: New Evidence on How and Why Money Matters" *Harvard Journal on Legislation* 28 (1991): 465-498
Hanushek, Eric A. "The Failure of Input-Based Schooling Policies" *The Economic Journal* 113 (February, 2003): F64-F98

belief that all children can learn. Once hired, ARISE Academy will further develop teachers through frequent classroom observations, coaching on how to use data to drive instruction, and peer collaboration.

We will leverage every recruitment resource available, including TeachNOLA, an initiative of New Schools for New Orleans, Teach for America, local and national university education schools, and national networks with high-performing charter school organizations from across the country to maximize the potential of recruiting teachers who have demonstrated clear results in driving student achievement in their classrooms. Our teacher selection process will be equally rigorous: all teachers will be required to complete a paper application, teach a full sample lesson, and conduct a half-day long interview with the school leader. Additionally, all veteran teachers will have to demonstrate that they have previously raised student achievement.

ARISE Academy understands that is not enough to hire outstanding, talented people; teachers must be provided effective leadership and management to unlock their full capacity to advance student achievement. ARISE Academy school leadership will empower teachers with professional development, a strong culture, and clear accountability systems that are tied directly to the best practices of the teaching profession. Furthermore, we will create an environment of professionalism that encourages collaboration among teachers who are self motivated to perfect their craft. Rather than the traditional teacher's lounge, teachers will have a common professional office space and each teacher will have a desk, desktop computer, phone extension, internet/e-mail, and unlimited access to a printer and photocopier. In addition, weekly grade-level and subject-level meetings will be held to ensure teachers utilize their most valuable development tool – learning from each other.

Our teachers will prioritize student achievement above all else, and will receive ongoing professional development to continuously improve their effectiveness in the classroom. We will attract high-quality teachers to a work environment that values self-reflection, transparency, and constructive feedback. Teachers will receive support from a variety of sources, including weekly informal classroom observations as well as targeted feedback and support by the instructional leader, two weeks of cultural and curriculum of professional development every summer, and weekly inquiry group meetings with grade and subject teams. Teachers will also have access to supplementary funding to attend external professional development workshops and trainings that build their professional skill sets and provide ongoing growth in knowledge of effective practice.

ARISE Academy teachers will be evaluated according to both their students' academic achievement and their own progress towards individualized professional development goals. In contrast to most traditional public schools, compensation and employment decisions will be directly based on a teacher's demonstrable impact on student outcomes. Accountability will pervade the organizational culture, reflecting our fundamental belief that ARISE Academy must be performance-driven to ensure academic excellence and college preparation for *all* students.

Extended Learning Time for All Students

We recognize that the majority of our students will come to us significantly below grade level. As such, ARISE Academy will provide students with a systematic schedule of additional learning time. Research has consistently shown that an educational program utilizing additional hours of carefully planned, engaged academic learning is directly correlated to increased student achievement.⁷ We have designed a longer school year, a longer school day, and double periods daily in Math and English. This schedule reflects our belief that literacy and numeracy skills are the gateways to advanced, interdisciplinary, college preparatory learning.

⁷ WestEd, "Improving Student Achievement by Extending School: Is it Just a Matter of Time?" PACE Media/Education Writers Seminar, April 20, 1998, accessed via WestEd Web site: http://www.wested.org/online_pubs/timeandlearning/TAL_PV.html

<i>Hours in school day</i>	9.5
<i>Number of Instructional Minutes Per Day</i>	420
<i>Number of Instructional School Days Per Year</i>	192

High Expectations for All Students

Every aspect of the ARISE Academy school design is grounded in our mission to ensure every one of our students is receiving an education that will make them college ready. Research on high-performing schools serving low-income and minority populations has consistently demonstrated that a culture of no excuses and a belief in the ability of *all* students to achieve at high levels is of paramount importance to securing positive student outcomes.⁸ Our goal of college preparation will guide our decision-making in all areas of instruction and school culture.

We recognize that many of our students will enter school with significant deficiencies in basic skills, as shown by their standardized test scores. We further believe that one of the most tragic and grossly erroneous conclusions one could make about a child who is performing below grade level is that they are incapable of exceeding high academic standards. Every child, regardless of their past performance, home environment, race, or socioeconomic background, must be inundated by all adults in a school building with the expectation that they will achieve absolute excellence. Our response to a child who is not meeting the school's rigorous academic and behavioral standards is not to make excuses or lower the standards, but instead to say to the child "you're better than this!" and "work harder!" and employ every educational resource available to ensure the student reaches their full potential.

A Structured and Orderly Learning Environment

Successful urban school leaders echo the same core belief about building a successful school. a highly disciplined culture is integral to establishing an environment where students can achieve at high levels. We will build structure through explicit processes, procedures, rituals, and routines that are consistent in every classroom and hallway. A school structure that does not include intensive design, detailed planning, and comprehensive training for all staff and students in the common systems embraced by the school will not yield the behavioral expectations and academic results that are synonymous with schools that do. Staff will meet regularly to review, reinforce, and revise classroom procedures that are determined to be effective or in need of strengthening to have the greatest impact on student achievement.

A structured school culture is absolutely necessary to foster an environment that encourages high academic achievement, especially for students who are performing significantly below grade level and have a great deal of material to learn in a short amount of time. At an operational level, careful attention to even the slightest behavior is critical to creating a quiet and orderly learning environment, so that there is no distraction from students' academic endeavors. More importantly, "sweating the small stuff" is an effective mode of communicating high expectations for all students. Even small expressions of disregard for the school's values and expectations - rolling eyes, un-tucked shirts, messy work, and tardiness are all addressed immediately in a clear and consistent manner. Our extensive research and observation of the highest performing urban charter schools support our belief that when a child recognizes that teachers and administrators are holding them accountable to the little things, and it is clearly communicated that the purpose of this structure is to help them achieve at high levels, larger behavioral and academic problems are prevented and powerful, respectful relationships unfold between teachers and students.

In order to inculcate these norms, students will attend an orientation in the summer before school opens to learn the school academic standards, routines, core values and behavioral expectations that serve as the

⁸ This philosophy is informed by Samuel Casey Carter, *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*, The Heritage Foundation (2000), U S Department of Education, *Successful Charter Schools* (2004), and Abigail and Stephan Thernstrom, *No Excuses: Closing the Racial Gap in Learning* (2003)

foundation for the school culture. This orientation process is modeled after the processes of other high-performing charter schools, especially KIPP. Gaston College Prep, which was the subject of a week-long site visit by ARISE Academy's founding team. During this site visit, Mr. Shahan saw first hand how an effective acculturation process works, and many of ARISE Academy's orientation programs have been adopted from KIPP· Gaston College Prep

Curriculum and Instructional Systems with Proven Results

Teaching and learning at ARISE Academy is aligned to the Louisiana state standards and Grade-Level Expectations (GLEs), which we believe all students must master in order to be fully prepared to succeed in a selective college. Our instructional approach is not rooted in innovation or experimentation with respect to curriculum and pedagogy, rather, we will implement an instructional program that is informed by successful practice of high-performing urban public schools and allow for creative teacher adaptation and improvement tied to measurable outcomes.

In accordance with our observations of what has worked in the practice of urban education, any teacher selection and development of curriculum will satisfy the following foundational criteria:

- Scope, sequence, and assessments aligned with Louisiana Grade-Level Expectations and the Louisiana Comprehensive Curriculum.
- Proven results based on the practice of successful public schools.
- "Spiraling" cumulative review of past concepts throughout the school year to continuously reinforce student learning and basic skills. Key concepts are revisited throughout the school year to refresh past learning
- Integration of literacy instruction in every subject and every lesson.

Based on the belief that outstanding teachers must understand deeply and intricately the ways that curricula align with state standards and state assessments, teachers will work under the guidance and support of the instructional leader to develop and refine school-wide curricula for three weeks annually in the summer prior to the beginning of each school year. While the framework for development will be structured according to the clearly defined objectives as outlined in state standards, teachers will be free to reach those objectives by integrating lessons from several sources and will be strongly encouraged to incorporate lesson plans and curricula from the top-performing urban charter schools in the country, including KIPP, Achievement First, and Uncommon Schools⁹ - all charter operators that have demonstrated consistent success in outperforming district and state averages on state exams, as well as high rates of college matriculation. To experiment with curricula would be equivalent to risking children's futures, consequently, we will select the best curricula with proven results and provide robust professional development to use the curricula well. As the founders of Amistad Academy proclaim, "A great curriculum combined with the knowledge and skill of a master teacher is a winning combination"¹⁰ This statement appropriately reflects our guiding philosophy for cultivating excellent teaching and learning.

Using Data to Drive Instruction

Too often, educators focus on adult teaching rather than on student learning. At ARISE Academy constant data-analysis will foster a culture where success is defined only by student learning. In keeping with our relentless focus on student achievement and outcomes, we will implement systematic data collection and analysis on a regular basis to ensure all students are performing at or above grade level. Benchmark assessments will be modeled after the LEAP format and will examine content mastery strand by strand

⁹ All three of these charter management organizations serve primarily low income student populations and significantly outperform their relevant district and state test score averages year after year www.kipp.org, www.achievementfirst.org, www.uncommonschools.org

¹⁰ Achievement First, "12 Lessons About School Reform," <http://www.achievementfirst.org/about/lessons.html#teachers> Amistad Academy's eighth graders, 84% of whom qualify for free or reduced price lunch, outperformed the Connecticut State average school performance by at least 15 percentage points on the state Reading, Writing and Math exams in 2004

The instructional team will disaggregate school-wide data and use the benchmark assessment results to re-teach specific standards and continually gauge the effectiveness of teaching methods.

While teachers will analyze and adapt their practice according to the results of these interim assessments the same way they would any other unit quiz or test, these comprehensive exams will be standardized to allow school leaders to assess class, grade and teacher performance at a more aggregated level. Furthermore, the instructional leader may use these exams to identify specific teachers or areas of curriculum in need of immediate development to ensure student academic success. We will never be in the position of waiting until the state standardized test results are released the summer after the school year ends to know how our students are performing. Rather, we will be in a position to anticipate and predict with relative accuracy how our students will perform on these exams. We firmly believe it is the responsibility of school leaders and teachers to regularly analyze student achievement data throughout the school year, and to assess whether all students are learning and the school is meeting its instructional accountability goals. Careful planning and diligent monitoring of student academic progress is critical to ensuring all students achieve at high levels.

Increased Parental Involvement

Parents are an essential resource to any school; stronger parent support will result in increases in student achievement. All ARISE Academy teachers and administrators will build relationships with parents; this relationship will begin with visits to every child's home who enrolls in the school, and it will be maintained through constant communication around student achievement and behavior.

Family involvement in teaching and learning is integral to ensuring students excel academically and are not receiving contradictory messages about what is expected of them. ARISE Academy will leverage parent involvement in support of their child's academic achievement through a variety of strategies:

- An Accountability Contract that outlines the pledges of responsibility of each stakeholder in a student's education will be signed by parents, students, teachers and school leaders
- School leadership will have repeated communication with every family through phone calls, home visits, and information sessions before the student matriculates to the school.
- Requirements that parents will personally come to the school for a variety of purposes, including retrieving quarterly report cards, attending family-teacher conferences, and readmitting a student to school following a suspension or discipline problem.
- ARISE Academy staff will notify parents daily of missing or incomplete homework assignments

b. Provide evidence that this educational philosophy and/or approach is effective and will result in high academic achievement for the anticipated student population.

ARISE Academy's school model is heavily influenced by the "No Excuses" school model, a model that has proven to be extremely effective in raising student achievement levels in at-risk student populations. Many of our nation's highest performing charter groups – including KIPP, Achievement First, and Uncommon Schools – implement some form of this model. Abigail and Stephan Thernstrom's landmark book, *No Excuses: Closing the Racial Gap in Learning*, (2003) details several proven elements that these successful schools have used to close the achievement gap, including:

1. Recruit and empower outstanding educators.
2. Extend learning time for all students
3. Prepare every student for college

Recent academic research proves that the three aforementioned practices – all of which ARISE Academy

has incorporated into its model – can greatly influence achievement levels among students of greatest need. A recent New York Times article highlighted the “No Excuses” model and its relative success in the high-performing charter schools operated by KIPP, Uncommon Schools, and Achievement First. “The evidence is becoming difficult to ignore,” the article posited, “when educators do succeed at educating poor minority students up to national standards of proficiency, they invariably use methods that are radically different and more intensive than those employed in most American public schools.” (“What It Takes to Make a Student,” *New York Times*, November 26, 2006. Magazine, Pg. 44)

Recruit and Empower Outstanding Educators

The first facet of the model is not only research-proven, but it is quite a simple and intuitive idea. Teacher quality affects student achievement and schools that do a better job of attracting and supporting high-performing educators unsurprisingly see their students perform better than their peers. This inextricable link between teacher quality and student performance is an accepted fact in a lion’s share of the current literature (See: Brewer, Dominic, Eric Eide and Dan Goldhaber. “The Teacher Labour Market and Teacher Quality” *Oxford Review of Economic Policy* 20, Summer 2004: 230. and Ferguson, Ronald F. “Paying for Public Education: New Evidence on How and Why Money Matters.” *Harvard Journal on Legislation*. 28 (1991): 465-498 and Hanushek, Eric A. “The Failure of Input-Based Schooling Policies” *The Economic Journal*. 113 (February, 2003): F64-F98) ARISE Academy plans to make the recruitment of quality teacher candidates and the retention and support of successful teachers two of the school’s primary initiatives. As Thernstrom suggests in *No Excuses*, “quality” will be determined at ARISE Academy not only by degrees, credentials, and training, but also by a teacher’s potential effectiveness in the classroom and their fit with the ARISE Academy’s beliefs and values.

Extend Learning Time for All students

ARISE Academy will hold extended school hours because this is a proven method of raising student achievement. Consistently, research has validated the belief that additional hours of academic learning are effective in raising student achievement (WestEd, “Improving student achievement by extending school: Is it just a matter of time?” *PACE Media/Education Writers Seminar*, April 20, 1998) Rafe Esquith, one of the nation’s most renowned educators and author of the book *There Are No Shortcuts*, raises the proficiency rate of his students from the high 20’s to the high 80’s with his implementation of the “No Excuses” model (“Teacher Inspires Kids to Love Learning,” *CBS News*, January 31, 2007) He can often be found in his classroom working with his students nearly two hours before the first morning bell, because he knows that making the most out of the academic day is the only way that at-risk kids can make up their proficiency deficits. It is an idea reiterated and copied by KIPP founder David Levin in his classrooms where students show remarkable academic gains; Levin’s KIPP schools hold class from 7:30am to 5 pm on weekdays, every other Saturday, and for three weeks during the summer (<http://www.kipp.org/01/whatisakippschool.cfm>) During this time, KIPP students are not occupied by anything that “doesn’t improve reading, writing, and math skills.”

Prepare Every Student for College

Research has consistently shown that a belief that all students can learn and succeed in their educational endeavors is crucial to increasing the achievement levels of all students. (See Samuel Casey Carter, *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*, The Heritage Foundation (2000), US Dept. of Ed., *Successful Charter Schools* (2004); and Abigail and Stephan Thernstrom, *No Excuses: Closing the Racial Gap in Learning* (2003) among others) ARISE Academy will ensure that all teacher, staff, students, parents, and community members are invested in preparing students for academic excellence and admission to a four-year college or university. According to KIPP founder David Levin, schools serving low-income students need to set the social norm that “good things happen... when you do the right thing,” meaning that reinforcing good behavior and demonstrating an ultimate belief in a student’s success makes that student much more likely to continue that positive behavior and internalize that hope for the future. Levin contends that this not only gives the student the needed “skills” to succeed academically, but also the “confidence” to improve their lot in life.

Results of Similar Schools

The “No Excuses” model has been successfully employed in schools across the nation and has been particularly successful with students from low-income areas, many of whom would be identified as ‘at-risk.’ The KIPP program has been a leading innovator in the use of the “No Excuses” model and has seen tremendous success in raising the achievement levels of low-income and academically at-risk youth. For instance, the average student at a KIPP middle school enters scoring in the 40th percentile in mathematics and the 32nd percentile in reading. By the time that average KIPP student has completed their 8th grade (with 3 years in the KIPP program), they are now in the 82nd percentile in mathematics and the 60th percentile in reading. Similarly, charter schools serving low-income students in the Uncommon Schools network, a network that also use the “No Excuses” model, inspire their students to astounding levels of achievement. For instance, at Excellence Charter School in the Bedford Stuyvesant area of Brooklyn, 97% of fourth graders scored at a proficient level or above on the state high-stakes ELA exam while 100% of fourth graders scored proficient or above on the math. Schools that utilize the “No Excuses” model have been extensively lauded in the press and by educators all over the country as these schools effectively raise the student achievement of the most at-risk students (See “What it Takes to Make a Student,” *New York Times*, November 26, 2006. Magazine, Pg. 44)

5. If proposing to use the Louisiana Comprehensive Curriculum, provide rationale for your selection; explain the methodology that will be used to implement the curriculum, and the anticipated professional development needs.

Mission Aligned Curriculum. Louisiana Comprehensive Curriculum

We will utilize the Louisiana Comprehensive Curriculum (LCC) to ensure our academic program is closely aligned with state learning standards, as defined by the Grade-Level Expectations (GLEs), which we believe are aligned with our mission to prepare all students for college. In addition to a resource base of sample activities and assessments, the LCC also provides a curriculum map, scope, and sequence to serve as a solid framework for lesson/unit planning, interim assessments, and supplemental curriculum development.

As with all effective instructional design, curriculum work at ARISE Academy begins with the end in mind and is then backwards designed with clear and measurable goals. All instruction is conducted with a clear vision of the skill sets that all ARISE Academy students will master before graduation. A skilled mathematician, researcher, writer, speaker and note-taker, the graduate will be prepared to excel in demanding, rigorous high school, and eventually college, classes. The graduate will be self-aware, socially responsible, and a resourceful citizen of the community. The ARISE Academy graduate will value service to others and to the community, and will seek to leave a positive, transformative legacy in all personal and professional endeavors. In short, our educational program is meant to answer to this question: what will it take to enable all of ARISE Academy’s graduates to reach the vision described above? With that question as the driving force, ARISE Academy’s academic program is built upon a demanding curriculum focused on college preparatory reading, writing, speaking, and mathematics.

While the LCC will serve as the foundation of our curriculum, ARISE Academy firmly believes that choices about specific content, context, readings and materials should ultimately remain in the hands of the specialists who will be hired as teachers of these courses. When effective teachers are allowed to design their own courses around clear learning benchmarks, student learning needs, and their personal areas of interest and enthusiasm, students benefit far more than when a central administration dictates instructional choices. Keeping with our backwards design philosophy, teachers will meet for three weeks every summer to create annual instructional plans, backwards mapped from state and other college preparatory learning standards. During this time, teachers will create curriculum guides that are in alignment with the LCC framework. These guides will reflect the specific GLEs and learning benchmarks our students must reach, a timeline of when those standards will be achieved, methods and materials to reach the

standards, and assessments that be used to test the students' mastery of the standards. This work will allow everyone on staff to measure how effectively students are mastering the skills and knowledge necessary at each grade level and subject.

Supplementary Curriculum

While the LCC outlines discrete, standards-based, time-bound units for instruction, the sample activities and lesson plans require some supplementation. Additional curricular resources will be mostly focused on providing remediation instruction for students who are lacking core basic skills in numeracy and literacy. Teachers will pull from the LCC activities, supplemental curricula directly made available by ARISE Academy, and their own individual research via the internet and other schools in which they have worked to create their comprehensive, GLE-aligned, instructional plan each year.

The supplemental programs made explicitly available to our teachers were chosen based on their successful use in other high-performing, college preparatory, urban charter schools serving a similar student population as ARISE Academy. While we are confident these curricula will give our teachers a sound foundation for their curriculum development and planning, we plan to continuously evaluate the effectiveness of these materials according to our interim assessment results, and will empower our teacher teams to make data driven recommendations for changes or additions to the curriculum throughout the life of the school so as to ensure maximum learning results for our children. The following chart outlines some of the potential supplemental programs that will be utilized to enrich and complement the foundation of the LCC. The rationale for the selection of these resources is described in greater detail below:

Major Curricular Programs

Grades	Subject Area	Curriculum Name	Supplemental Curriculum	Reason for Choosing
PreK	Math	LCC	1 Scott Foresman-Addison Wesley Pre-K 2. Saxon	Strong foundational math skills and essential understandings
PreK	ELA	LCC	1 Doors to Discovery 2 Rigby's Kindergarten	Strong oral language, phonics, and print
K-5	Math	LCC	Saxon Math	Intensive spiraling of key mathematical skills
K-5	ELA	LCC	Rigby	Strong phonics and daily literacy activities
K-5	Science	LCC	Delta Science Program	Hands on and practical science program
K-5	Social Studies	LCC	Urban Education Exchange General Knowledge Program	Specifically tailed to at-risk urban students
6-8	Math	LCC	Saxon Math SRA Corrective Math	Intensive spiraling of key mathematical skills
6-8	ELA	LCC	-Readers Workshop. Guided by Fountas and Pinnel Leveled Book List - Great Books - Writers Workshop	Meets significant gap in reading first initiative by focusing on comprehension
6-8	Science	LCC	FOSS Science (Delta Education)	Hands on and practical science program

6-8	Social Studies	LCC	Core Knowledge History History Alive!	Research based curriculum proven effective with targeted population
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Content Area Pedagogy

See Optional Attachment A

Methodology to Implement Curriculum

Our teachers will lead classrooms that follow a common system of lesson plans, rituals and templates - a best practice we have observed in many of the high performing urban charter schools we have visited and studied across the country. Such consistency greatly aids the learning process of students, the professional development of teachers, and the continuous school-wide improvement of instructional practices.

I-We-You

“I-We-You” is a simple, powerful pedagogical strategy ARISE Academy teachers will use to ensure consistent, clear modeling of both new behaviors and new academic skills.¹¹ In the “I” stage, the teacher models the behavioral or academic skill directly by having students watch while the teacher demonstrates the new skill step-by-step. The teacher then strategically shifts the modeling to the “WE” stage, where the concept is practiced as a group with similar exercises reinforcing the same skill. The teacher will slowly let students take more and more of a role in solving the skill, based on the teacher’s continuous assessment and observation of how well the class is grasping the material. Finally, when the teacher is confident that students can handle the task/skill on their own, they move to the “YOU” stage. Teachers expect independent work by students with support from the teacher as he/she walks around the room, lending assistance, encouraging effort, and observing individual student progress. Teachers will consistently use the I-WE-YOU framework to teach new academic and behavioral routines and skills, such as the procedure for passing in papers, methods for comparing fractions, writing a topic sentence, the procedure for lining up after class, etc.

“Spiraling” Cumulative Review

ARISE Academy will commit a significant proportion of instructional time to systematic cumulative review. During class, teachers will regularly revisit skills learned earlier in the year. For example, 8th grade math students may review fraction multiplication in a midyear “Do Now” to refresh a skill that students have not directly practiced for some period of time. In providing ongoing cumulative review, teachers are developing the fluency of students to perform skills clearly outlined in the various curricula. With repeated practice and cumulative review, teachers help students to maintain learned skills and look for opportunities to apply them in new settings. Additionally, most homework will be cumulative in nature, and teachers will strategically and constantly review ALL concepts throughout the year. In doing so, homework will typically include work that students can do confidently, and it will be largely review in nature to ensure that student homework assignments are achievable without intensive support from teachers or parents.

Research-Based Lesson Plan Formats

All classes at ARISE Academy will follow a research-based lesson plan format. These lesson plans build on an understanding of the phases of learning. In order to truly master a concept, students go through the following stages: acquisition, fluency, maintenance, generalization, and adaptation²⁵. While students are acquiring new information, they are using cumulative review to build fluency and maintain the skills they have. Once a group of skills is mastered, the students are able to generalize and adapt the skills to other settings (i.e. use division in fractions, graphing skills in science class). Although the format varies for each

¹¹ This practice is promoted and utilized by the instructional leaders of Achievement First, a network of urban, high performing, college preparatory charter schools in New Haven, CT and New York City, NY

class (for example, the math lesson plan includes basic facts review while the writing lesson plan includes a grammar section), all lesson plans share a similar format

Anticipated Professional Development

ARISE Academy expects to conduct intensive professional development in two main areas: curriculum mapping and data-driven instruction.

Curriculum Mapping

For curriculum mapping, ARISE Academy will adopt a training module developed by YES! College Prep, one of the most successful charter management organizations in the nation. The founder of ARISE Academy has been trained by Jen Paggani, the Chief Academic Officer of YES! in curriculum mapping and alignment. As part of teacher orientation, ARISE Academy will conduct a session that trains it teachers to backwards map from state standards, which will allow them to continually refine their scope and sequence so as to ensure that students are mastering all required standards.

Data Driven Instruction

The founder of ARISE Academy has also been trained by Paul Bambrick, the Managing Partner of North Star Academy Charter School, which is one of the highest performing charter schools in the nation.¹² Mr Bambrick is the lead instructor for New Leaders for New Schools on data-driven instruction, and a version of this training will be conducted with ARISE Academy staff during teacher orientation; specifically, teachers will be trained on how to create, analyze, and action plan regular interim assessments. Additionally, teachers will be asked to conduct mock data review sessions with the founder, so that from the beginning of the school year a data-driven culture will be modeled and fostered.

Lesson Planning

While most teachers at ARISE Academy will undoubtedly have experience in lesson planning, ARISE Academy will conduct a training session on using ARISE Academy's lesson plan format, which includes a "Do Now," a "I-We-You" body, and a closing assessment. Additionally, during the school year, all lesson plans will be turned in on a weekly basis, and teachers will receive continual feedback on their planning procedures.

Curriculum alignment with school's schedules and calendar

The school's proposed schedule allots time for daily lessons in all the core subjects. Mathematics and English language arts are both broken up into sections in order to differentiate learning activities and to help solidify gains in short-term memory. In addition, time is dedicated daily for intervention for targeted areas of need for specified students.

6. Describe the school's target population and provide evidence of the proposed curriculum's effectiveness, rigor and relevance to the target population.

Effectives, Rigor, Relevance for Target Population

Target Population

Post-Katrina, the Recovery School District (RSD) services a higher concentration of low income and special education students, as the majority of public schools remaining under the control of the Orleans Parish School Board have selective admissions criteria and do not serve a large proportion of at-risk students. In 2007, the RSD operated and chartered schools' population consisted of 95.92% African American students, 95.3% of whom qualified for free lunch and reduced lunch. Approximately 10% of

¹² For results, see <http://www.uncommonschools.org/nsa/ourResults/>

students enrolled in the RSD are special education students with some form of disability ARISE Academy expects that its student population will reflect these numbers

Effectiveness

The ARISE Academy educational program is strategically built upon the best practices of the highest performing college preparatory charter schools serving similar low income, minority, and at-risk student populations in various urban cities across the country. All of our supplemental curricula have proven results from their implementation at Achievement First, KIPP, and Uncommon Schools – all successful charter management organizations with dramatic performance results as their low income and minority student populations outperform relevant district and state-wide benchmarks on rigorous, state and national standardized exams. For example, at North Star Academy in Newark, NJ, a 5-12 grade urban charter school part of the Uncommon Schools network, serving mostly low income and African American students, over 85% of 11th graders scored proficient or above on the state math and English exams and 100% of graduating seniors gained acceptance to a 4-year college or university.

Rigor

Given these statistics, the most relevant curriculum that an at-risk youth can be served by is a curriculum that prepares them for college. Of course, the curriculum must be presented in a compelling and culturally appropriate manner – which is why ARISE Academy will devote so much of its resources to teacher recruitment and selection – but ARISE Academy will not waiver from its college preparatory curriculum. More than being simply relevant, this curriculum is essential. The Louisiana Comprehensive Curriculum has been developed by the Louisiana Department of Education to align with Louisiana standards, benchmarks, and the Grade Level Expectations. In addition, our supplemental curricula and assessments are also strongly aligned to GLEs Research indicates that an aligned curriculum can increase student achievement and helps to overcome the usual predictors of socioeconomic status, gender, race, and some teacher quality variables¹³ The ARISE Academy curriculum is aligned with college preparatory state learning standards, and offers a coherent and structured approach to delivery of rigorous content and continuous assessment to guide effective instruction for all students.

Relevance

Too many New Orleans public school students, as is the case with their urban minority counterparts nationwide, receive the message that higher education is not an option The 2000 U S. Census showed that 46.9% of New Orleans' white residents over the age of 25 have a college degree, approximately 3.5 times the percentage of the city's African American (13.4%) residents¹⁴ Educational inequalities, however, carry even graver consequences for an alarming number of African-American males. As of the year 2000, according to the Justice Policy Institute, more African-American men were in jail or prison (791,000) than were enrolled at colleges or universities (603,032)¹⁵

7. Discuss the school's plan for meeting the requirement to serve an "At-Risk" student population, to include strategies for attracting and retaining a comparable or greater enrollment percentage of at-risk students when compared to the enrollment figures for such students in the school district in which the charter school will be located.

As a RSD charter school, and given our open admissions policy, ARISE Academy expects to serve a student population that is reflective of the RSD as a whole Consequently, we anticipate that between 90-100% of our students will qualify for the state's "At-Risk" designation Additionally, as part of its mission and charter, ARISE Academy explicitly seeks to educate the most underserved students in Orleans Parish, and will conduct recruitment, admissions, and marketing activities accordingly We do not shy away from

¹³ Edvantia "Research Brief Aligned Curriculum and Student Achievement" December 2005 <http://www.edvantia.org/services/pdf/Aligned.pdf>

¹⁴ U S Census Bureau, Summary File 1 (SF 1) and Summary File 3 (SF 3), http://factfinder.census.gov/home/saff/main.html?_lang=en

¹⁵ Fox Butterfield "Study Finds Big Increase in Black Men as Inmates since 1980" New York Times (August 28, 2002) p. A14

recruiting low income or special education students – we consider “At-Risk” students to be our target student population at the core of the design of our educational program. Moreover, given that we will be a Transformation school, we expect to inherit many of the at-risk children already attending RSD schools.

8. Provide a description of specific and measurable goals for student academic performance and operational management associated with the performance outcomes listed.

Measurable Goals

Academic Measure	Year 1	Year 2	Year 3	Year 4	Year 5
Attendance	95%	95%	95%	95%	95%
Matriculation	>90%	>95%	>95%	>95%	>95%
% Students Basic or Above Math	40%	50%	60%	70%	80%
% Students Basic or Above ELA	40%	50%	60%	70%	80%
% Students Basic or Above Science	40%	50%	60%	70%	80%
% Students Basic or Above Social St	40%	50%	60%	70%	80%
SPS Score	-	Baseline	+10	+10	+10
Diagnostic Test / Norm Referenced	Annual growth of ½ gap of student and grade level requirement within 3 NCE of grade level; then +3 NCE a year				
Graduation	90% of students passing 8 th grade LEAP on first attempt; 100% by second attempt 100% of students will attend a rigorous college preparatory high school				
Teacher Retention	The annual rate of voluntary teacher attrition, excluding teachers who leave to attend graduate school, will be less than 10%				
AYP	Meet Subgroup goals annually				
Operational Measure					
Successful Audit in Each Year of Operation					
Positive Fund Balance in Each Year of Operation					
All Financial Reports Submitted in Timely Manner					

9. Describe the school’s plan for monitoring and reporting the effectiveness of the curriculum, instructional methods and practices during the first school year, at year 3, and at year 5.

Monitoring

In concert with ARISE Academy’s backwards mapping philosophy with regard to curriculum planning, we will set benchmark short, mid and long term accountability targets in order to meet or exceed the academic and operational goals established by SBES policy and our charter agreement. The SBES *Framework for the Evaluation of Louisiana Charter Schools* and the No Child Left Behind AYP goals will serve as the core academic accountability framework, setting high expectations for our students to grow and achieve at high levels during their tenure at ARISE Academy.

Once clear and measurable annual goals have been set for the percentage of students achieving proficiency on state accountability exams, these goals will be further sliced to correspond with interim GLE-linked

assessments every six weeks throughout the year. The administrative team will meet with teachers after the administration of these interim assessments to track actual performance vs. the goals and discuss strategies for improvement in GLEs that students have not yet mastered. Based on this data, as well as data from year end tests, the curriculum will be reviewed annually for rigor, relevance, and effectiveness.

Reporting

ARISE Academy will issue a detailed Performance Report to SBESE during each year of operation, describing actual performance against all SBESE evaluation standards defined in the *Framework for the Evaluation of Louisiana Charter Schools* and our operating agreement with the RSD.

In addition, ARISE Academy will publish a comprehensive Annual Report in the summer following *every school year* – not just years 1, 3 and 5 - to inform families, the community, private funders, LDE, and SBESE of the effectiveness of our educational program in driving high student achievement and college preparation for every student. We will report performance data to all stakeholders transparently and at regular intervals, inviting complete accountability to accomplish our mission to prepare all our students for college success.

The Board of Trustees will also review the results of all school-wide assessments. These reviews will enable the Board to carefully monitor management's progress towards the agreed-upon student achievement goals. In addition, the Board's Committee on Academic Accountability will work closely with the founder to facilitate these formal reviews and stay up to date on interim and other assessments as results become available

10. Describe how the proposed school will provide students with disabilities access to a free, appropriate education in the least restrictive environment in compliance with all federal laws and regulations.

ARISE Academy will ensure a Free Appropriate Public Education (FAPE) for all students by providing and directing special education and related services that meet all State Board of Elementary and Secondary Education (SBESE) standards at the school's expense. ARISE Academy will not discriminate against students who have or may have disabilities in student recruitment or enrollment practices, as it is our mission to provide a college preparatory education to underserved and at-risk students in New Orleans.

All students will participate in an inclusion-model education, in which students are included in a non-tracked classroom and given additional support through small group and individual work, scaffolding, and the support of a Resource Teacher. Specific modifications per student will be addressed in accordance with the student's IEP. The Special Education teacher will be available in the Resource Room for pull-out assistance as needed. Students with an IEP may be enrolled in a Study Skills elective to get small group instruction and assistance with content material from the Special Education teacher.

Overall, the Special Education program at ARISE Academy will be guided by five main principles:

Equal Access to College Preparatory Curriculum

All students at ARISE Academy will have access to a high-quality, rigorous, college preparatory curriculum regardless of whether the student has an identified disability or not.

Integration in Student Population

To the greatest extent possible, students with disabilities should be integrated in the regular student population and included in every part of the school's culture and expectations

Inviting to Students of All Learning Profiles

ARISE Academy will actively seek students of all learning profiles, including students with disabilities, to

be a part of our robust and rigorous academic environment. ARISE Academy staff will treat students' disabilities as a welcome challenge and those students as an integral part of the ARISE Academy's vision

Strict Adherence to Procedure

ARISE Academy's special education department will strictly adhere to the special education policies and procedures of the school, as these policies and procedures insure that students and parents are given due process in decisions regarding special education evaluations and services

Stakeholder Involvement

Beyond the extent required by law, ARISE Academy's special education staff will include parents, classroom teachers, administrators and others in decisions involving a student's disability and/or accommodations

a. Explain the kinds and types of services and related services the school is likely to provide directly (as opposed to those that will be provided by a third-party contract).

ARISE plans to provide the following services directly.

1. Speech language pathology and audiologist services
2. Physical and occupational therapy
3. Recreation, including therapeutic recreation
4. Early rehabilitation counseling
5. Diagnostic and evaluative medical services
6. Remedial tutoring
7. Student and/or Parent counseling

b. Describe the personnel that the school will devote to serving students with disabilities (and the significant administrative responsibilities associated with special education).

Student Support Coordinator (often referred to as Director Of Special Education)

The Student Support Coordinator will act as the steward of all special services administered at ARISE Academy. While all staff at ARISE Academy will be directly responsible for upholding all the principles of ARISE Academy's vision for Special Education, the Student Support Coordinator will coordinate and supervise the entire program of special services. The primary duty of the Student Support Coordinator is to develop and oversee ARISE Academy's annual strategic plan that stipulates (1) how students will be identified and evaluated for exceptionalities, (2) the procedures for developing and implementing IEPs, (3) how students with exceptionalities will be integrated in the school's instruction and culture, and (4) specific procedures and expectations for including parents and other stakeholders in the process of delivering special services. More specifically, the Student Support Coordinator's responsibilities will include.

1. Assembling IEP teams
2. Coordinating the meeting and activities of the IEP team
3. Coordinating staff professional development regarding the delivery of special services
4. Encouraging the participation of stakeholders such as regular education teachers, parents, and administrators in decisions about a student's exceptionality
5. Ensuring delivery of IEP services
6. Ensuring compliance with all reporting and documenting requirements

Special Education Teachers

As the student population grows, it will be necessary to add Special Education teachers to the Special

Services staff. These teachers will be responsible for:

1. Directly providing services for exceptional student in the classroom
2. Interacting with the regular education teacher to optimize the inclusion of exceptional students in regular classroom activities
3. Reviewing lesson plans and strategizing ways to integrate special services seamlessly into classroom activities

c. Explain how the school will assess, review, revise and implement the IEP.

Assess

When any student enrolls at ARISE Academy, ARISE Academy staff will visit the student's home to introduce the student to the policies, procedures, and culture of the school. At this time, ARISE Academy staff will review the student's past academic experiences with the student's parent or guardian, including the student's disabilities and/or exceptionalities. If applicable and available, ARISE Academy staff may ask to see the student's IEP from his/her previous school as a starting point for the evaluation process. All students entering ARISE Academy with an IEP, will be reevaluated upon enrollment to ensure the accuracy of the IEP

ARISE Academy will offer all parents the option to have their child evaluated to determine the necessity of special accommodations. If a parent or guardian requests an evaluation for their child, ARISE Academy staff will record this request in writing and convey the request to ARISE Academy's Student Support Coordinator

For all newly enrolled students, the Student Support Coordinator will review the student's records from their previous schools to determine whether the student has previously been evaluated or classified as a student with special needs regardless of whether their parent or guardian reports any special needs. For newly enrolled students who have no reported history of exceptionality, a team of teachers will examine these students for any signs of possible exceptionality. This team would then be empowered to report the need for evaluation to the Student Support Coordinator or recommend further observation. If a student demonstrates a possible area of special need after their enrollment and at ARISE Academy, ARISE Academy staff may refer the student for evaluation. Staff will be trained to recognize signs of special needs and encouraged to refer student who may need accommodations.

Prior to any evaluation, ARISE Academy will obtain parental consent for the evaluation. If the parent does not consent to the evaluation, ARISE Academy may conduct a hearing with a mediator to determine whether evaluation is appropriate.

In creating an IEP, ARISE Academy will strive to create measurable and ambitious goals for our students with special needs. The effectiveness of an IEP and ARISE Academy's staff implementation of the IEP will be measured by the student's achievement of these goals. According to the recent report by the National Alliance for Public Charter Schools, an IEP should serve as "meaningful blueprints for individualized programming." (ESS, 35) This means that an IEP should establish specific data points, both for "present level of performance" and for the level of performance that the student is trying to attain by the end of the school year. Specific data points will be derived from norm-referenced test measures and curriculum-based assessments.

Review

Throughout the year, the Student Support Coordinator/Special Education teacher will meet with the student's guardian and teachers on an 'as-needed' basis to address any changes, concerns, or successes. If the student is not making satisfactory academic progress, the IEP team will review and consider

modifications and revisions to the IEP if appropriate.

At the end of each year, teachers, administrators, the Student Support Coordinator and special education teachers will examine each IEP goal and related modifications to assess how they should be revised for the following year. ARISE Academy will re-evaluate a student upon request of a member of ARISE Academy staff, but this will not occur more than once per year. At a minimum, every student who has been identified with an exceptionality will be re-evaluated every three years.

Revise

After a review of the student's IEP, the IEP team may determine that the IEP needs to be revised. This determination may result from a variety of factors, including student success or failure in reaching IEP goals. If the student has been successful in meeting their IEP goals, it logically follows that the student should be encouraged to continue progressing with new goals and challenges. Likewise, if a student was unable to attain their IEP goals from the previous year, it follows that the quality and types of services that student is receiving should be reviewed and possibly revised.

Once the IEP team has determined that an IEP needs to be revised, the team will diligently investigate all the factors within ARISE Academy's educational program that affect or are affected by the student's exceptionality. This process will be guided by the Student Support Coordinator and conducted in compliance with ARISE Academy's principles of Special Education. ARISE Academy will include all stakeholders' input in order to ensure that the investigation is a complete picture of the student's learning profile and reflects the on-the-ground experiences of the members of the ARISE Academy community that are most familiar with the student's exceptionality.

After the investigation, the IEP team will use the findings and input of the stakeholders' to craft an effective revision of the IEP if necessary.

Implement

The most salient features of great schools' implementation schemes are the drafting of a thoughtful IEP and the effective delivery of accommodations provided in the IEP. Without exception, ARISE Academy will seek to exemplify these two standards in ARISE Academy's Special Education program. However, there are ways that ARISE Academy plans to go beyond the IEP in using best practices for including students with exceptionalities in all parts of the classroom activities and culture.

ARISE Academy plans to hire and train all teachers in the most current and research-driven best practices for constantly differentiated instructional methods. Differentiated instructional methods allow teachers to address many different learning profiles in the same lesson and, when appropriate, capitalize on the variety of learning profiles in the classroom by encouraging students to use their relative strengths in cooperative learning groups. Some specific examples of instructional methods that ARISE Academy plans to use to increase the achievement of students with exceptionalities are

Instructions Tailored for Multiple Learning Styles

ARISE Academy teachers will be trained in multiple ways to give instructions and illustrate tasks. As some students best understand written instructions while others need orally-delivered instructions, this method will reach all students regardless of their learning style. Often, students with and without exceptionalities will be asked to paraphrase the instructions for the teacher to ensure total understanding.

Lesson will incorporate a combination of Direct Instruction/Practice, Small Group/Paired Instruction/Practice, and Independent Instruction/Practice

ARISE Academy teachers will use a variety of instructional and practice groups to optimize student understanding by requiring the students to interact with the material in different settings. In grouping the students for instruction/practice, teachers will use both heterogeneous and homogeneous groups.

heterogeneous groups will be used for much of the group practice, whereas homogeneous groups could be used for instruction and scaffolded exercises. Overall, heterogeneous groups will be preferred at ARISE Academy as they encourage the greatest integration of students with exceptionalities into the regular student population

Frequent Checks for Understanding

ARISE Academy teachers will frequently check all students for their understanding of both assignment instructions and substantive content. This allows teachers to quickly respond to the student difficulties and identify students who may need extra instructional time on the lesson.

Special Ed /Content Teacher Collaboration

It would be nearly impossible to embody the ARISE Academy's aforementioned special education principles if the ARISE Academy allowed for a departmental divide between content-area teachers and special education staff. This is why it will be a hallmark of ARISE Academy that content-area teachers will constantly and actively collaborate with Special Education teachers/Instructional coaches in order to develop inclusive units, lessons, and classroom activities. At ARISE Academy, special education staff and content-area teachers will work together as thought partners in realizing the school's mission of preparing every child for college matriculation.

d. Describe the school's plan to ensure parents of children with exceptionalities are informed of how their children are progressing on annual IEP goals and in the general curriculum.

Communication with parents regarding their child's educational program and academic progress is required by law and a common-sense practice. Yet, ARISE Academy intends to go beyond the requirements of the law and reach out to parents as partners in analyzing the child's progress and making informed choices about the child's educational program.

IEP goals

As part of the IEP team, parents will be a part of analyzing their child's performance in relation to IEP goals at least at the end-of-the-year IEP meeting. However, as a part of ARISE Academy's effort to include stakeholders to the greatest degree possible, parent's will often receive progress check-ins, whether in the form of a phone call from the Student Support Coordinator or a written progress report from ARISE Academy staff, throughout the year. It is our goal that parents will always be informed of their student's progress toward his or her IEP goals

General Curriculum

At ARISE Academy, we plan to keep all parents intimately informed of their child's progress in the general curriculum, but it is particularly important to keep parents of students with exceptionalities informed of their child's progress in mastering the grade-level expectations and standards. During the year, ARISE Academy will provide all parents with periodic Standards Progress Reports that articulate the student's growth and mastery on specific state standards and grade level expectations. Parents of students with exceptionalities will be able to compare these Standards Progress Reports with their student's IEP goals that were set at the beginning of the school year. Additionally, the Student Support Coordinator will always be available during the week to meet with parents regarding their student's progress and will arrange special meetings with the content-area teachers if requested. Content-area teachers will also be routinely accessible to field all parent questions and concerns throughout the week.

e. Describe how the school will provide accommodations for students with disabilities who require extended school year services.

Because the ARISE Academy school day is extended, and the school year is extended, most students' need

for increased instructional time will be addressed. For those students whose accommodations include year-round support, ARISE Academy and the Student Support Coordinator will work with Recovery School District to acquire services at another site during the brief summer break. ARISE Academy will ensure that any off-site summer services will be provided in a manner that is the most appropriate and in the least restrictive environment. School will partner with the RSD in these cases to ensure that student's summer placement is effective and productive for such a student, if it is necessary. In addition, all ARISE Academy students will be given supplementary instruction materials to be addressed through the summer break. Students will also have access to instructors during this time. Extended school year services will be offered at no cost to parents when students are deemed eligible for an extended school year as part of their IEP. Students with an IEP will be screened for extended school year services once annually as a component of the initial IEP review. The Special Education teacher will coordinate the screening process for extended school year and will be responsible for all required documentation as outlined in the SBES Bulletin 1872— *Extended School Year Program*

f. Include a description of the specific efforts to attract and retain a comparable or greater enrollment of students with disabilities when compared to the enrollment figures for such students in the school district in which the charter school will be located.

Attracting

The idea that charter schools are not welcoming to students with exceptionalities is perhaps the most harmful misconception about charter schools. It is of paramount importance that ARISE Academy's messaging be clear and consistent regarding ARISE Academy's open enrollment admission policy, a policy that welcomes and encourages the enrollment of student's of all learning profiles. In conjunction with ARISE Academy's marketing strategy, ARISE Academy's publicity materials will include a clear explanation that ARISE Academy is an "open enrollment," "tuition-free" public charter school that welcomes student's with "exceptionalities," "disabilities," and "limited English proficiency." In more personalized conversations with parents, students, and community leaders, ARISE Academy representatives will reiterate that all students are welcome at ARISE Academy and particularly encourage parents of students with exceptionalities to apply for enrollment.

Retaining

The lynchpin of retaining students with exceptionalities is the effective delivery of educational services to those students. First and foremost, ARISE Academy plans to effectively deliver needed services, clearly communicate progress with parents, and promote student success in reaching IEP goals. In the ARISE Academy's view, a high rate of student retention for students with exceptionalities will naturally follow if the school lives up to these aims.

11. Explain how the proposed school will serve students with Limited English Proficiency (LEP). Provide details regarding how the school will:

In order to support our Limited English Proficient (LEP) students, we will equip them with targeted instructional support necessary for their academic success. We will use a structured English immersion methodology to fulfill this goal, as this strategy has been shown to demonstrate the best results with English language learners. In addition, our extended school day and school year will provide needed additional learning time for these students to work towards mastery of the English language. We firmly believe in avoiding the common pitfall of assigning LEP students to special education services simply because of their limited language proficiency. For parents whose English proficiency is also limited, we will make sure that all school information is translated using a document service company or a staff member fluent in a particular language. ARISE Academy will actively recruit staff members that are either native speakers or fluent in the prevalent non- English languages of our student population.

a. Identify LEP students;

LEP students will be identified in the initial assessments administered upon enrollment and through a Home Language Survey. Students will be selected to take the assessment if they are foreign-born or do not speak English in the home. The assessment will determine a student's proficiency in the English language. Once the assessment results are collected, the Student Support Coordinator and the School Leader will work together to create an instructional plan for the student. The instructional plan will integrate scaffolding methods to address the LEP and set goals for achieving proficiency. As prescribed by law, intervention will be administered that facilitates growth in English mastery, while promoting content knowledge.

b. Ensure students are not tracked inappropriately, and

Because we will not track ARISE Academy students according to content or English proficiency, students with LEP will participate in a full-inclusion, immersion program with pull out support as required. After school academic mentoring will be conducted in a small student to teacher ratio, thus ensuring individualized instruction and support for growth in the target language.

c. Implement strategies to ensure academic success for students.

The shifting demographics of New Orleans suggest that a growing number of students with LEP will be serviced by ARISE Academy in the future. As the need for LEP services grows, additional support will be enlisted through the recruitment of teachers with experience in LEP classrooms. Because many of the strategies the ARISE Academy teachers and the Student Support Coordinator will utilize will benefit all modalities of learning, many interventions will already be in place to service this growing population. Examples of strategies that will benefit students with LEP are.

1. Use of images to convey concepts and/or target words
2. Differentiated instruction that takes into account a diverse population's needs
3. Small heterogeneous group instruction that allows students to learn from each other and capitalizes on their relative strengths
4. Small group and one-on-one support beyond the academic class (provided in the Advisory and Intervention classes)

12. Articulate a plan for providing support and ensuring success for homeless students enrolled in the school. The plan should include steps that will be taken to ensure immediate enrollment, access to all activities, and additional support.

Hurricane Katrina displaced thousands of New Orleans families and increased the number of homeless families and students in Orleans Parish. ARISE Academy will recruit students by door-to-door and street canvassing and partner with active local community organizations providing youth services to homeless children. ARISE Academy's guiding philosophy and mission is to provide a college preparatory education that meets the needs of students at-risk of academic failure, including homeless students. The school's academic program builds in additional instructional time through an extended school day and year in order to ensure success with children who are struggling academically or behaviorally when they first arrive at the school.

ARISE Academy follows a strict open admissions policy, and has built its educational program for a target student population that is expected to be nearly 100% "at-risk." No student will be denied admission to the school based on the lack of forms or documents that may result due to homelessness. The school will be able to identify if students are homeless, or at risk of homelessness, through the initial staff home visits to all matriculating students each summer before the school year begins. These home visits with the student and his or her guardians are a pre-requisite to enrollment at ARISE Academy. If, during the home visits,

the student is determined to be homeless, or without guardians, the school will work in coordination with appropriate local entities and agencies to determine resources available, including shelter, food, and guardianship

Once enrolled, students who are homeless or become homeless over the year will be eligible to receive all services as outlined in No Child Left Behind. Through our commitment to continuous and multi-modal communication with parents, families, and students, ARISE Academy staff will be able to identify if students become homeless after their initial enrollment at the school. In addition, the student will be intensively monitored by the Student Support Coordinator, who will act as a liaison and will be responsible for monitoring homeless students' academic performance, as well as ensuring that homeless students have equal opportunity to achieve academic success, receive appropriate referrals to other appropriate health and social services, and parents or guardians of homeless students are kept informed of their child's progress through in-person visits if necessary. ARISE Academy will seek partnerships and referral relationships with state and non-profit social service agencies in the community to ensure adequate resources for supporting homeless children in receiving a college preparatory education that creates upwardly mobile socioeconomic opportunities for their future as adults.

13. Explain how the school will identify and meet the needs of gifted/talented and academically advanced students.

ARISE Academy is committed to providing a free appropriate public education to all its students, including those that are identified as gifted/talented (G/T). The Student Support Coordinator will be responsible for ensuring all identification, screening, parental involvement, and procedural safeguard requirements are followed in accordance with the *SBESE Pupil Appraisal Handbook*. Incoming students with an IEP identifying them as G/T will receive a re-evaluation in accordance with the procedures outlined in question ten with regard to special education services. For non-identified students suspected of being G/T, the School Building Level Committee (SBLC) will be convened by the Student Support Coordinator to consider eligibility for G/T designation. The committee will draw upon information from a variety of sources, including state standardized and internal interim assessments, parent input, teacher recommendations, and social or cultural background. If a student is determined to be G/T, a new IEP will be developed by the Student Support Coordinator. The Student Support Coordinator will coordinate the development and delivery of differentiated curricula to meet the needs of G/T students

Differentiated curricula will contain the following:

1. Content that is compact and accelerated in such a way that the amount of time usually involved in mastery is significantly reduced;
2. Content that reflects a higher degree of complexity, emphasizes abstract concepts, and develops higher-level thinking processes than is found in regular course work;
3. Content that goes beyond the prescribed curriculum to involve the application of learning to areas of greater challenge, and
4. Multi-disciplinary content that increases student's abilities to formulate and test new generalizations and/or products

Differentiated curricula will be offered within the regular classes, when possible, as well as during Enrichment, and before and after school. We will collaborate with other selective and non-selective charter schools in New Orleans to learn best practices and share resources proven effective in the education of gifted and talented students. In the same way that our extended day and school year allows for intervention and remediation for students who are struggling academically, the time may also be made available for additional enrichment instruction for academically advanced students. A G/T student's IEP will include specific strategies for ensuring that the student is appropriately challenged both within the regular classes, as well as outside of the regular school schedule. Support services for G/T students are well aligned with ARISE Academy's mission to prepare each of its students for college, and G/T students

will have access to the same college counseling and preparation training that all of our students will receive.

While we expect that the large majority of our students will not be academically advanced when they enter the school, ARISE Academy will follow the same diligent, customized, and rigorous identification and intervention strategies for students determined to be G/T as we will with all students with exceptionalities.

14. All charter schools are required to administer state-standardized assessments (LEAP, iLEAP, etc.) In addition to these state-mandated tests indicate any additional assessments the proposed charter school will administer.

ARISE Academy will be part of the Louisiana School Accountability System, which calls for continuous improvement in student achievement, attendance, and dropouts. ARISE Academy will participate in all state testing and accountability programs, including LEAP, iLEAP and GEE, and will meet School Performance Score (SPS) growth targets, as established by SBESE in its *Framework for the Evaluation of Louisiana Charter Schools*. While the state testing program provides important end-of year criterion and norm-referenced performance data, ARISE Academy maintains a robust internal accountability system that includes measures of criterion referenced assessments (LEAP, iLEAP, GEE), comparative assessments, value-added assessments, and organic/internally developed assessments. ARISE Academy will compile the data from all of these assessment tools to internally monitor our performance and inform adjustments in curriculum and instructional methods and practices.

Supplementary Assessments

The following chart displays the ARISE Academy standardized assessment schedule by grade level:

Grade	I-LEAP	LEAP	SAT-10	Terra Nova	Interims (school created)
K			X	X	X
1			X	X	X
2			X	X	X
3	X		X		X
4		X	X		X
5	X		X		X
6	X		X		X
7	X		X		X
8		X	X		X

Comparative and Value-added Assessments

In addition to the state testing programs, ARISE Academy will administer the SAT-10 at the beginning and end of each school year in order to establish a baseline of performance and monitor growth in achievement longitudinally from year to year, both at the student level and grade cohort level. ARISE Academy will use the data from these tests to evaluate teacher effectiveness in improving student achievement over the school year, and to compare student performance to local, state, and national benchmarks. The SAT-10 will serve as an important comparative and value-added assessment within our overall assessment schedule and accountability plan. ARISE Academy will also administer the Terra Nova assessments in grades K-2, before the I-LEAP is available to assess student learning.

Classroom Quizzes

Classroom quizzes, drawn from the LCC, published textbooks or developed by teachers, will be administered by teachers on a weekly basis in order to gauge student mastery of material recently covered.

The standards tested are to be explicitly aligned with the GLEs and the sub-standards created by teachers. Quizzes take only a small part of a class period and enable teachers to efficiently and promptly understand which students have mastered which aspects of material taught in the previous few classes. These quizzes are aligned with Louisiana GLEs, and serve as a reliable, ongoing way to ensure that students are making progress to overall mastery of the standards. Because these assessments are designed and graded by individual teachers, their results will not be a sufficiently reliable and consistent means of comparing students within that classroom to students outside it. Results from these quizzes will therefore not be used to support the school's application for charter renewal.

Interim Assessments

Every six weeks, ARISE Academy will administer interim assessments in core academic subject areas with LEAP-like questions that assess student mastery of the GLEs covered cumulatively in the LCC from the beginning of the school year to the time of administering the test. Assessments will be designed collaboratively by teachers at each grade level and subject area, during the curriculum-development period each summer. They will measure how fully the students have mastered the standards and objectives for the given interval. Designing the assessments during the summer curriculum development period ensures alignment with the standards, frees teachers from having to develop ad hoc tests, and provides consistency for the school as a whole.

a. Explain how chosen assessments will be used to support the selected curriculum.

While the Louisiana Comprehensive Curriculum provides an excellent framework for student mastery goals, it is essential that assessments be given before end of the year high-stakes tests. Without these more frequent formative assessments, teachers are not able to adjust their delivery, conduct timely re-teaching of objectives that students did not master, as well as provide additional interventions to struggling students. By using supplement assessments, especially standards based interim assessments, ARISE Academy will be able to track student progression of curricular mastery.

b. Explain how data will be used to improve instruction.

The founders of ARISE Academy believe that one of the most important elements of our school design is the careful review of assessment data by teachers, school leaders, and Board Members. Moving students to mastery requires knowing, at every point along the way, what students already know and what they need to learn. By the same token, knowing how well our students are performing relative to mastery is essential for assessing the efficacy of our curriculum, instructional methodology, professional development programs, and overall academic program. Data from State tests, the Terra Nova, and Stanford 10 will allow us to accurately and objectively measure our progress towards our student achievement goals. Specifically, data from these assessments will allow for three types of analyses:

1. *Criterion-referenced*: Are a high percentage of our students achieving mastery of the material as indicated by the percentage scoring proficient or advanced on the Louisiana state assessments?
2. *Comparative*: How does the rate at which our students are scoring "Basic" or above on the Louisiana assessments compare to the rates at which students are doing so at other schools with similar student populations in New Orleans, high performing New Orleans schools and Louisiana school districts, and Louisiana state as a whole?
3. *Value-added*: How have our students improved from year to year relative to students at their grade level nationally, as indicated by the change in their percentile scores on the iLEAP norm-referenced components, the Terra Nova, and the Stanford 10? Baseline data on performance of incoming students from the Stanford 10 will be carefully reviewed by classroom teachers and the Director of Curriculum and Instruction as soon as it is available. This review will result in any necessary adjustments to the curriculum.

planned for that year and in the creation of any necessary interventions for particular students. All of this is planned with the aim of ensuring student mastery of the Louisiana Grade Level Expectations (GLEs) and additional internally developed college preparatory standards.

Results from Classroom Quizzes, Interim Assessments will be used in several ways:

1. To track progress of individual students towards mastery throughout the year and allow for timely intervention where needed to ensure mastery (e.g., additional tutoring or disability evaluations)
2. To track progress of the class as a whole in order to inform instruction (e.g., the need for re-teaching or speeding up the pacing of material)
3. To provide insight into the individual teacher's effectiveness in moving students to mastery on particular topics, thereby allowing teachers and school leaders to design effective, efficient professional-development programs (e.g., advice or coaching from colleagues, integration of new instructional materials, or participation in outside conferences or trainings)
4. To allow for evaluation of the overall efficacy of the school's curriculum and overall instructional program and suggest where changes may be needed (e.g., refinement of the curriculum, allocation of additional class time to a particular subject, adjustments to the school-wide professional development program)
5. To form the basis of valuable communication with and accountability to families, sharing data with families through report cards, progress reports, and parent-teacher conferences (all occurring at a minimum of four times per year)
6. To determine, in conjunction with coursework grades, which students are required to attend after-school tutoring and Saturday School
7. To determine, in conjunction with coursework grades, whether students earn course credit and are promoted
8. To determine whether the school is making progress towards its academic accountability goals of mastery of the Louisiana Grade Level Expectations and additional college preparatory learning standards as established by ARISE Academy.

We consider active, open, and ongoing participation in the discussion of assessment results and their implications central to our teachers' jobs. While all the ARISE Academy assessments will be analyzed by teachers and administrators to identify areas for improvement, the primary drivers of ongoing data-driven improvement throughout the school year will be the classroom quizzes and interim assessments.

More formal meetings will occur following the interim assessments every six weeks, when teachers will prepare a more thorough analysis before having a data-driven planning conference. During this conference, the instructional leader and the teacher will work together to make an action plan for the next six weeks. Teachers analyze the results of the interim assessments and reflect on the following questions in advance of this conference:

- 1) What GLEs has the class mastered and can be incorporated into homework and other ongoing cumulative review?
- 2) What GLEs warrant more time for whole-class instruction and review?
- 3) What GLEs warrant more time for small-group instruction and review? How might you ensure that the small groups of students who need to master these skills have the instruction and practice necessary to master the skills? What will the other students be doing during this small group instruction?
- 4) What students need significantly more help and for which specific skills? What strategies might you use to make sure these students master all the skills?
- 5) Do you need any additional materials or instructional strategies to help you work with students to master the standards covered by this Interim Assessment? The next Interim Assessment?

Teachers will leave these performance conferences with a firm understanding of how well students have

mastered the GLEs according to the expected pace outlined by the Louisiana Comprehensive Curriculum, as well as a clear plan for adjusting their practice to address areas of weakness and ensure appropriate interventions for students that may be falling behind

c. Explain how the school will provide accommodations and modifications for students with exceptionalities.

ARISE Academy will take appropriate steps to ensure that students with exceptionalities participate in any and all state assessment programs including but not limited to iLEAP and LEAP state assessments. We will provide all accommodations needed to give all students with special needs the greatest chance at success on the assessment. In order to ensure that all special education students receive the accommodations as dictated by their IEPs, the Special Education Director will be responsible for the following:

1. Provide students who, according to their IEPs, are eligible for Louisiana Alternate Assessment with the correct assessment and report to the Department of Education to ensure compliance with federal and state law;
2. Review student IEPs to ensure appropriate accommodations are arranged during testing week and are reported to the Department of Education to ensure compliance with federal and state law;
3. Provide the appropriate technology necessary for completion of the state/district assessment, including but not limited to, hearing or communication devices, or calculators if specified by IEP,
4. Organize appropriate space and adequately trained personnel to ensure that students that require small group testing will be placed in groups of no more than eight (8) students during test taking,
5. Organize appropriate space and adequately trained personnel to ensure that students that require tests to be read aloud take the assessment under conditions dictated by their IEP; and
6. Report to the Department of Education the appropriate demographic and testing information for special education students to ensure compliance with federal and state law. While the Student Support Coordinator will follow the assessment modifications required by a student's IEP, we will seek to be conservative to ensure students with exceptionalities are challenged and receive the least restrictive environment during assessments, while still providing necessary supports to ensure all our students succeed and achieve at high levels.

d. Plan for evaluation that is sufficiently frequent and detailed to determine whether students are making adequate progress.

As stated above, the purpose of ARISE Academy's assessment program is to evaluate student in a timely manner so that the requisite teaching adjustments and interventions can be put into place. ARISE Academy's weekly quizzes and six-week interim assessments will allow for frequent evaluation that is directly linked to changes in instructional delivery.

e. Indicate the person(s), position(s) and/or entities that will be responsible and involved in the collection and analysis of assessment data.

All school staff will be involved in the collection and/or analysis of assessment data as this is the fulcrum of our performance-driven culture and educational approach. ARISE Academy will implement Edusoft for our school-wide information management system, to make sure that data and information are readily accessible to all faculty members. Assessment data will be collected on a daily, weekly, and monthly basis and will include results from classroom quizzes, six-week assessments, diagnostic testing, and state and national testing. Collecting this data will allow us to measure student mastery on an ongoing basis and will greatly increase the instructional staff's ability to analyze particular students, efficacy of lesson plans, and

overall cohort growth, and to improve teaching techniques and student support services. Ongoing assessment data will be entered directly by the teacher during prescribed times during the week as soon as possible after they are administered.

In order to ensure quality data, teachers will receive support and professional development from the school's administrative staff and a system specialist in the effective use of the information management system. Reports will be designed with the assistance of the School Leader and compiled and produced by the Office Manager, a position that will be filled by someone with technological literacy and prowess in Microsoft Excel and database applications. Performance data from daily and weekly assessments will be reviewed closely during weekly staff meetings, where individual teachers will be celebrated for strong assessment results. Grade and subject teams will meet weekly to review student-level data and identify common areas of weakness across classrooms that can be addressed collectively as an instructional team. We will have intensive professional development training with our staff on how to use the data as a tool to help them tailor their teaching skills to meet the student needs most efficiently. Data will also be used in the review and professional development of faculty members.

15. Provide the school's improvement plan for developing and implementing a corrective action plan, in the event student performance does not meet projected goals. Include in the response specific details regarding how the school will determine the need for corrective action and respond to the labels as assigned according to the State Accountability Program.

At ARISE Academy, we expect to earn the Exemplary Growth label based on the growth we will display between our first and second years in operation. We expect to continue to meet our Growth Targets throughout our years of operation. Because of a well-organized use of backward planning with clear and measurable goals in all areas of operation and curriculum, we thoroughly expect to see results that will recognize ARISE Academy as a leader and role model of academic excellence.

In the event that our school does not meet our own internal goals and standards for student performance, we will immediately take corrective measures, utilizing all resources (the Board of Directors, theory, research, and faculty/staff input) to re-focus ourselves on our vision and mission thus taking action to make the necessary changes to pull ourselves up.

Some possible turn around measures include¹⁶:

- Conduct a self-study to identify the school's most pressing needs
- Adopt a research-based reform program
- Organize school into small learning communities
- Create incentives for students to study and achieve
- Schedule change
- Move toward full interdisciplinary instructional programs
- Establish a safe and orderly learning environment
- Work to ensure that all teachers are fully certified and highly qualified
- Re-evaluate school-wide and personal goals

We will also use the School Performance Scores (SPS) as a benchmark for how well we have fulfilled the minimum standards as set by the Louisiana Department of Education. If we are performing at such abysmal levels as to qualify for School Improvement (1 or 2) we will use the BESE Bulletin 111 to develop a written School Improvement Plan. Furthermore, we will remain in constant communication with both BESE and LDE to determine other steps we might take to steer ourselves toward high achievement and out of School Improvement status.

¹⁶ From "Improving Low-Performing High Schools" published by the American Federation of Teachers, July 1999

Classifications of School Improvement and Responsive Measures

ARISE Academy will enter Academic Assistance Level 1 (AA1) should any of the following occur:

1. The school receives a 1 star performance label based on the current year's score release fails to meet the growth target; or
2. The school receives a 2 star performance label and does not make at least 0.1 SPS points of growth based on the current year's score release; or
3. The school receives a 3 star performance label and declines more than 2.5 SPS points based on the current year's score release.

If ARISE Academy enters academic assistance, we will solicit additional support and assistance from students, parents, teachers, administrators, and the school board to improve student achievement at the school. We will begin the remedies required at the level the school is in (AA1 – AA6) as a result of the fall final accountability release. We will exit academic assistance when the fall accountability results indicate the school has achieved its growth target and its new growth target is less than or equal to 8.0 SPS points.

Based on student achievement data assessed by SBESE, ARISE Academy may enter school improvement one of two ways:

1. The school is labeled “Academically Unacceptable” (SPS below 60.0) and enters school improvement 2
2. The school fails the subgroup component in the same subject for two consecutive years and enters school improvement 2.

If ARISE Academy enters school improvement, we will solicit additional support and assistance from students, parents, teachers, administrators, and the school board to improve student achievement at the school. We will begin the remedies required at the level that the school is in upon initial identification of the school for that level of school improvement, either summer preliminary or fall final accountability release.

We will exit School Improvement when the fall accountability results indicate:

1. The school is no longer “Academically Unacceptable”, and has not failed the Subgroup Component for 2 consecutive years;
2. The school is in school improvement for failure to pass the subgroup component, and it passes the subgroup component for two consecutive years and is not academically unacceptable,
3. The school is in school improvement for failure to meet its required growth on the SPS component, and it meets its required growth for one year and is not academically unacceptable and has not failed the subgroup component in the same subject for two consecutive years.

All schools in the state of Louisiana schools were required to have school improvement plans (SIP) in place by May of 1998. ARISE Academy will attempt to locate the SIP in place at our assigned facility and within 90 days of being placed in School Improvement we will review and revise or completely rewrite the SIP with the assistance of District Assistance Teams according to the guidelines established by the Louisiana Department of Education. We will receive input and public comment from students, parents, teachers, administrators, the Board of Directors and the community before finalizing the SIP and submitting it to the Division of School Standards, Accountability, and Assistance.

If ARISE Academy enters School Improvement 2, we will implement the following remedies:

1. If the school is in SI 2 for failing the subgroup component, parents will have the right to transfer their child to a higher performing public school as stated in Chapter 25 of SBESE Bulletin 111.
2. If the school's initial identification for School Improvement 2 occurs with the summer preliminary accountability release, the school shall offer choice prior to the first day of school of that school year

- 3 If a school's initial identification for School Improvement 2 occurs with the fall final accountability release, the school shall offer choice in January of that school year.

If ARISE Academy enters School Improvement 3, we will implement the following remedies.

- 1 We will explore a partnership with the LDE to provide a distinguished educator for the school, as available. Should we pursue this option, we will delineate in writing, with the approval of the Board of Trustees, how the expertise and recommendations of the LDE will be utilized and implemented to facilitate school improvement in the assigned school. The LDE will work in an advisory capacity to help the school improve student performance. The LDE will make a public report to the Board of recommendations for school improvement. ARISE Academy will publicly respond to these recommendations.
2. If the school has failed the SPS component, or the subgroup component in the same subject that caused it to enter SI 2, we will offer supplemental educational services to our students as stated in Chapter 27 of SBESE Bulletin 111.
3. With the assistance of the District Assistance Team, the school will revise its School Improvement Plan to address the findings of the Scholastic Audit that will be conducted by an external team assigned by the LDE

If ARISE Academy enters School Improvement 4, we will implement the following remedies:

1. With board approval, we will select from the following corrective actions list:
 - a replace school staff
 - b implement new curriculum
 - c. decrease management authority
 - d contract an outside expert
 - e. extend the school year or school day
 - f restructure
2. With the assistance of the District Assistance Team, the school will continue to implement its School Improvement Plan to address the findings of the Scholastic Audit that will be conducted by an external team assigned by the LDE

If ARISE Academy enters School Improvement 5, we will implement the following remedies:

- 1 If the school enters SI5 due to AUS status, we will implement the reconstitution plans approved by SBESE while the school was in SI 4
2. If the school enters SI 5 due to subgroup component failure, we will develop alternate governance plans (assumes Title I status).

If ARISE Academy enters School Improvement 6, we will implement the following remedies:

1. If the school enters SI 6 due to subgroup component failure, we will implement the alternate governance plans. If the school enters SI 6 due to AUS status, we will operate under alternate governance. Alternate governance will be defined as:
 - a. replace all or most of school staff (may include school leader)
 - b. enter into a contract with an entity with demonstrated record of effectiveness to operate the public school
 - c. turn operation over to the state
 - d. any other major restructuring of a school's governance arrangements designed to make fundamental reform

16. Provide the school's policy and plan for reporting, at the end of each semester, student performance goals and attainment to parents, community, local school board, and SBESE.

ARISE Academy is committed to frequent and detailed reporting of student performance to parents, the community, the Board of Trustees, and SBESE. At the start of the year for each of their child's classes,

parents will receive course descriptions and syllabi that outline academic objectives as well as teachers' school contact information. ARISE Academy will require families to pick up report cards in person four times per year at the end of each quarter. On those four days, and throughout the year as needed, parents and faculty will have formal opportunities to conference about the students' academic and behavioral progress. ARISE Academy will issue a detailed Performance Report to SBESE by January of every school year describing actual performance against all SBESE evaluation standards defined in the *Framework for the Evaluation of Louisiana Charter Schools* and our operating agreement with the RSD.

In addition, ARISE Academy will publish a comprehensive Annual Report in the summer following every school year to inform families, the community, private funders, LDE, and SBESE of the effectiveness of its educational program in driving high student achievement and college preparation for every student. The Annual Report will include a "scorecard" report of actual performance. The Annual Report will also include anecdotal, descriptive, and qualitative information regarding the programs and services of ARISE Academy to provide a comprehensive overview of the ARISE Academy experience. Moreover, we will utilize a diverse base of reporting mechanisms, including our website, mailings, brochures, etc. to make up-to-date performance results and general information available to parents and the community.

The Board of Trustees will also review the results of all school-wide assessments. These reviews will enable the Board to carefully monitor management's progress towards the agreed-upon student achievement goals. In addition, the Board's Committee on Academic Accountability will work closely with the School Leader to facilitate these formal reviews and stay up to date on interim and other assessments as results become available. We also provide the results of such data to the authorizer and to the public through the issuance of our Annual Report.

17. Provide the school's policy for promotion and graduation. If the school is serving 12th grade, please include details regarding high school graduation requirements.

Students at ARISE Academy Charter School must demonstrate sufficient mastery of material in all subject areas in order to earn promotion to the next grade.

Promotion from one grade to another will be based on the following evaluative criteria:

1. In order to be eligible to receive grades and be considered for promotion to the next grade, middle school students must be in attendance a minimum of 160 days a school year, and high school students must be in attendance a minimum of 81 days per semester. (Per SBESE Bulletin 741 - §1103)
2. Students must achieve an average grade of 70% or higher in every core academic class – English, Reading, Math, Social Studies and Science – in order to be promoted to the next grade.
3. Students must meet all requirements of the Louisiana Educational Assessment Program.
 - a. An Eighth grade student will not be graduated from the school until he or she has scored at or above the "Basic" achievement level on the English Language Arts or Mathematics components of the LEAP for the 21st century (LEAP 21) and at the "Approaching Basic" achievement level on the other components (the "Basic/Approaching Basic" combination). Individual waivers to this policy will be considered in accordance with SBESE Bulletin 1566 – *Pupil*

18. Describe the professional development standards and opportunities that will be offered to teachers and staff.

ARISE Academy firmly believes the greatest resource of any school is its faculty. Strong emphasis and priority will be placed on hiring staff who have demonstrated success in developing and teaching challenging curriculum in urban schools, and offering opportunities for those teachers to enhance their skills. ARISE Academy will follow a rigorous and time intensive screening process in filling all teaching and administrative positions. One critical quality we seek within any strong candidate is the desire to grow

professionally and practice self reflection to identify areas for formal or informal training and development. In anticipation of this value we expect all of our staff to emulate, we have designed the following Professional Development opportunities:

Summer Orientation

The summer faculty orientation will be required for all new staff members, and will be woven into the three-week curriculum planning session that happens every summer before each school year. The following topic areas will be covered:

1. *Staff Expectations* – Staff will be trained in what “high expectations” mean at ARISE Academy, and the integral part high expectations for students, teachers and staff play in the strength of our school culture. We will develop the foundation for our team effort, and work to define school mindsets in order to motivate both students and staff.
2. *Operations* - We will train staff on professional expectations such as data reporting, common lesson plan formats and reporting process, observations, and weekly team meeting requirements. We will also review school policies and procedures, schedules, advisory, enrichment, Homework Center, Saturday School, transitions, lunch etc.
3. *Curriculum and Assessments* - We will train our teachers in the Curriculum Alignment process and the importance of data-driven lesson planning, clear and measurable learning standards, internal assessment requirements and reporting, recording, backwards planning, standards-based curriculum and assessments, and interpreting and using data in the classroom. We will also train our teachers how to execute the six-week interim assessments for the year and support them in the development of these assessments during the three-week session.
4. *Compliance Issues* - Special Education, Limited English Proficient, Civil Rights, Sexual Harassment, etc.

Classroom Observations & Teacher Meetings

The School Leader will be in classrooms on a daily basis conducting informal observations of teachers, lending light student support when appropriate, and providing teachers with ongoing positive and developmental feedback. Every six weeks, following interim assessments, the School Leader will meet with each teacher of a core academic subject to review the results of the assessments and coach teachers on strategies for addressing areas where students are not demonstrating proficiency on specific GLEs. At least once per year, teachers will have formal annual review meetings with the School Leader to evaluate their progress towards professional goals and their needs for targeted internal or external training and development. Prior to this annual review, teachers will have received at least two formal observations with written feedback from the School Leader.

External Professional Development

While most of our professional development will occur internally, cross fertilizing knowledge and best practices across staff members, we believe it is important to offer opportunities to grow professionally by learning from other high performing schools and curriculum specialists in the curriculum resources we employ widely in the educational program. Every faculty member will be required to travel to another high performing urban school at least once per year. ARISE Academy staff will also be encouraged to pursue individual, on-going professional development opportunities. Each teacher will have access to a modest budget for these training opportunities. This money may be put towards purchasing materials, taking classes, or attending seminars and conferences that enhance their ability to effectively teach their subject. Additionally, staff will be provided with partial tuition reimbursement for courses contributing to professional development.

a. Indicate the lead person responsible for developing, implementing and evaluating professional development plans.

We will predominately use our own staff to develop teachers, with the School Leader being the lead person responsible for developing, implementing and evaluating the efficacy of our professional development opportunities. The School Leader will develop a comprehensive strategic plan for professional development activities, gather formal survey data and informal feedback from staff on the effectiveness of existing development, and identify gaps or weak areas of professional development.

b. Provide a schedule for ongoing professional development and planning that will take place prior to school opening. Include teacher's typical weekly schedule and opportunities for teacher collaboration

Teacher Professional Development Schedule

August 3-7, 10-14: Teacher orientation, in depth curriculum study and mapping, culture building, goal setting, interim assessments, policy and procedure exercises and intent to understand and become apart of the community that we, as a Type 5 charter school, will newly inhabit

At ARISE Academy our professional development during the school year will seek to enhance and strengthen the instructional methods we value. Each of our sessions seeks to give the teacher something tangible that they can take away and apply directly to increase student learning

October 12, 2009: **Data-driven Instruction, the use of Formative and Authentic Assessments**

December 19, 2009. **Differentiated Instruction**

January 21, 2010. **Fostering Multiple Intelligences**

April 1, 2010: **Service Learning**

June 28, 2010. **Useful Portfolio Development and Individualized Strategies**

During the school year core classroom instruction teachers are provided with 15 hours of planning time each week. Of this time 5 hours are spent in collaboration with the DCI. Goal setting on instructional methodology will be a collaborative effort and measurable objectives will be set. These meetings will also have reflection on the goals and their implementation. This time will also be used to make key connections to be re-inforced in all areas of the school's academic program. Concepts will not just be specific to reading and math, but will be enhanced during music and Spanish. Our teachers will work as a team and communication will be a key asset as we constantly seek to achieve the mission of ARISE Academy. passionately raising each student's academic, social and physical level to succeed in high school, college and the world beyond.

Sample ARISE Academy Classroom Teacher Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:55-8:15	Sun Rising	Sun Rising	Sun Rising	Sun Rising	Sun Rising
8:15-8:55	Decoding (Phonemic Awareness)	Decoding (Phonemic Awareness)	Decoding (Phonemic Awareness)	Decoding (Phonemic Awareness)	Decoding (Phonemic Awareness)

8:55-9:35	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension
9:35-10:15	Read Aloud (with Vocabulary Focus)	Read Aloud (with Vocabulary Focus)	Read Aloud (with Vocabulary Focus)	Read Aloud (with Vocabulary Focus)	Read Aloud (with Vocabulary Focus)
10:30-11:10	Guided Reading Groups	Guided Reading Groups	Guided Reading Groups	Guided Reading Groups	Guided Reading Groups
11:10-12:10	Connection: All instructional teachers meet to collaborate, synthesize, use data and plan for facilitation of academic aims to be supported in all subjects	Connection: All instructional teachers meet to collaborate, synthesize, use data and plan for facilitation of academic aims to be supported in all subjects	Connection: All instructional teachers meet to collaborate, synthesize, use data and plan for facilitation of academic aims to be supported in all subjects	Connection: All instructional teachers meet to collaborate, synthesize, use data and plan for facilitation of academic aims to be supported in all subjects	Connection: All instructional teachers meet to collaborate, synthesize, use data and plan for facilitation of academic aims to be supported in all subjects
12:10-1:10	Collaborative Planning time with Grade Level teachers and DCI	Collaborative Planning time with Grade Level teachers and DCI	Collaborative Planning time with Grade Level teachers and DCI	Collaborative Planning time with Grade Level teachers and DCI	Collaborative Planning time with Grade Level teachers and DCI
1:10-2:20	Individual Teacher Planning Time	Individual Teacher Planning Time	Individual Teacher Planning Time	Individual Teacher Planning Time	Individual Teacher Planning Time
2:20-3:00	General Knowledge (Science and Social Studies)	General Knowledge (Science and Social Studies)	General Knowledge (Science and Social Studies)	General Knowledge (Science and Social Studies)	General Knowledge (Science and Social Studies)
3:00-4:20	Math	Math	Math	Math	Math
4:20-4:40	Sun Setting	Sun Setting	Sun Setting	Sun Setting	Sun Setting

c. Describe how the proposed professional development will include and support both general and special education teachers.

Student Support Coordinator at ARISE Academy will support our School Leader in academic instruction and lead the Special Education Services. The Student Support Coordinator will be maximally included in all relevant professional development at ARISE Academy as we seek to be a totally inclusive and high achieving school. The Student Support Coordinator will communicate daily with general education teachers during their individual preparation periods, in addition to participating in the weekly grade and subject level meetings. Moreover, the School Leader will work with the Student Support Coordinator to identify customized professional development opportunities externally to further the knowledge and skills of the Student Support Coordinator. The Student Support Coordinator will then be charged with bringing this knowledge back to our entire staff. These specialized special education knowledge and strategies for working effectively with special education students will further drive us towards our mission of passionately raising the academic levels of *each* child to be successful in high school, college and the world beyond. In this way, the Student Support Coordinator will not only receive personalized training and be encouraged to expand his/her certifications and qualifications, but the he/she will also be a significant source of professional development for the rest of the ARISE Academy staff – contributing to our culture and philosophy of continuous learning for all students, teachers, and staff.

d. Explain how the PD program is aligned with the school's pedagogy and curriculum.

ARISE Academy will seek out professional development opportunities that are closely aligned with our instructional philosophy and curriculum programs. For example, the same high performing urban schools we have modeled our school design after (KIPP, Achievement First, Uncommon Schools, etc.) will be tapped throughout the school year for sharing their best practices with our teachers, for our teachers to visit like-minded successful schools, and for our teachers to attend high performing charter organization conferences and workshops when they are available to guests. ARISE Academy has a strong network with other high performing charter management organizations and will leverage the experience and resources of those groups to develop our teachers whenever possible. Experts in the key tenets of our instructional methodology, i.e. instructional consistency, "I-We-You", spiraling cumulative review, and data-driven instruction, who have experience and proven results teaching urban students, will be selected to be guest speakers for the development of our teachers. We firmly believe the most important professional development our teachers receive will be fundamentally practitioner-based and delivered by educators with proven student outcomes, though academic frameworks and research may help enrich the understanding of various methods. Moreover, we will select curricular professional development based on the primary textbooks and curricular resources our teachers draw from in their daily lesson planning. In addition, our staff will receive development and trainings that address our college preparatory mission, such as College Board resources and materials and connections with University admissions officers to better understand various college opportunities and how to best prepare our students for college acceptance and matriculation.

e. Articulate how the professional development program will be evaluated to assess its effectiveness and success.

In addition to gathering informal feedback from teachers during and after all professional development activities, the School Leader will develop survey evaluations for each component of the professional development program and collect qualitative and quantitative feedback from teachers and staff following every workshop, school visit, or meeting. Data collected from these surveys will be used to further develop our professional development program over time, re-using the resources and development that receives high rankings and adjusting those areas that are weak or not as helpful in addressing specific weaknesses or challenges our staff experiences. Just as our instructional program will be data-driven to ensure efficacy in teaching and learning, our organizational and administrative programs will be assessed for effectiveness to ensure our teachers are equipped to drive student achievement and college preparatory success for all our children.

STUDENT RECRUITMENT, ENROLLMENT AND ADMISSIONS

Louisiana state charter schools (Type 2, 4, & 5) are required to accept applications from all students who meet the eligibility requirements as provided by law.

19. Provide a summary of the school's Enrollment Policy. Provide a detailed Enrollment Policy as an attachment. The policy should include the following:

- a. Admission requirements, if any
- b. Tentative dates for application period (minimum one month; maximum three months)
- c. Enrollment deadlines, lottery date(s) and procedures, waitlist and re-enrollment procedures
- d. A marketing and recruitment timeline and plan
- e. Sample enrollment forms and recruitment flyer

ARISE Academy as a Type 5 charter school pursuant to La. R.S. 17.10.7 and operating within the

Recovery School District, is a public school and is open to all students eligible for enrollment in a public school in Orleans Parish. **ARISE Academy** will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or academic achievement in admitting students, nor will **ARISE Academy** set admissions criteria that are intended to discriminate or that have the effect of discriminating on any of these bases

For more detailed information about enrollment policies and procedures, please

See Mandatory Attachment G.

20. Complete the chart below and provide a copy of the proposed school's calendar in the first year of operation. Also include a sample daily schedule.

<i>First Day of School</i>	August 17, 2009
<i>School Day End Time</i>	5 pm
<i>Hours in school day</i>	9.33
<i>Number of Instructional Minutes Per Day</i>	420
<i>Number of Instructional School Days Per Year</i>	195
<i>Number of Before School hours devoted to academics</i>	.5
<i>Number of After School hours devoted to academics</i>	n/a
<i>Number of days devoted to Staff Development during the year</i>	5
<i>Number of days devoted to staff development prior to school opening</i>	15

ARISE ACADEMY

2009-2010 NOVEMBER 25-27: Thanksgiving Break

DECEMBER 21- JANUARY 2: Winter Break

July 2009							August 2009							September 2009						
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa
			1	2	3											1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6		8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30			
							30	31												

APRIL 5-9: Spring Break

S	M	T	W	Th	F	Sa

STUDENTS FIRST DAY OF SCHOOL

TEACHER PROFESSIONAL DEVELOPMENT (NO SCHOOL FOR STUDENTS)

HOLIDAYS

LAST DAY OF SCHOOL FOR STUDENTS

PARENT CONFERENCES

AUGUST 17: First Day of School
SEPTEMBER 7- Labor Day

Sample Schedule

7:30-7:55	Breakfast and Morning Work
7:55-8:15	Sun Rising (morning meeting: calendar, weather, patterns, counting)
8:15-8:55	Decoding (Phonemic Awareness)
8:55-9:35	Comprehension (Shared Reading, Shared Poems)
9:35-10:15	Read Aloud with Vocabulary focus
10:15-10:30	Bathroom Break
10:30-11:10	Guided Reading Groups
11:10-11:40	Reading Intervention
11:40-12:40	Lunch and Recess
12:40-1:40	Music and Art
1:40-2:20	Spanish
2:20-3:00	General Knowledge (Science and Social Studies)
3:00-4:20	Math (Whole Group and Small Group)
4:20-4:40	Sun Setting
4:50	Dismissal

21. Provide details regarding how the school will develop a climate and culture that is supportive and reinforces the school's mission and philosophy.

At ARISE Academy we passionately raise each students academic, social and physical levels to succeed in high school, college and the world beyond. Saying this without thought of how to create a climate and culture that supports our mission would be in vain. At ARISE Academy we believe that culture is essential. Our school culture dictates "the way we do things." ARISE Academy is based upon five distinct values: Achievement, Respect, Innovation, Service and Enthusiasm. These values will be apparent to any newcomer or visitor to our school

At ARISE Academy we believe that all children can learn and go to college regardless of family income, race, ethnicity or gender. This leads all members of the ARISE faculty and staff to adopt a "no excuses" policy. This policy will apply first and foremost to the adults in the building. The school leader will not hire anyone who does not have a firm conviction that all students can learn. At ARISE Academy this is a

culture fit and will not be sacrificed. The adults in the building will be held to high standards and also live the "no excuses" belief. We will have an unwavering mission for student achievement.

Student achievement in high performing charter schools has been closely related to strong culture. As we study and own our values we will create a culture and climate that holds them dear. Our values give us identity and a shared sense of purpose. Traditions, songs, myths, stories, activities, ceremonies and artifacts will come into existence. The following are specific activities to activate our culture and climate development

Summer Staff Training on Culture

The school leader will spend three weeks prior to school building the culture of ARISE Academy with the staff. The staff will spend significant time role-playing, discussing and developing ways to teach our children the values. Our first whole staff project will be to strategically map the values to make our culture building a whole school shared experience. We will develop a scope and sequence to teach our values. While ARISE Academy has a Dean of Culture, it is everyone in the buildings job to teach culture. With culture it is necessary to teach everything and leave nothing to chance. We will teach the values explicitly.

Daily Grade/Faculty Meetings

We will use our daily meetings to update and adjust our strategies in respect to our culture. As our teachers use each other for a source of ideas and collaboration in planning academic content, they will also use this collaboration to infuse culture. Our ongoing planning of culture will be a collaborative effort. Teachers will help each other plan activities and topics. We will all be sources of information as we differentiate the topic to different grade levels. The activities might be different but the objective will be the same.

Sun-Risings and Sun-Settings

Our students will attend daily group value assemblies with the whole school. These will be learning experiences that teach culture and allow our whole school to engage and share in our culture. We will sing songs, celebrate achievement, perform ceremonies, and further develop culture as a family of scholars. This afternoon time will be a time that students and staff rejoice in being a part of the ARISE mission.

In Class Character Development

In class each day there will be a culture time where students systematically take part in activities to strengthen our culture. All staff will support character development as we work school-wide on specifics at the same time and across grade levels. These classes will be coordinated with our school wide ARISE-ings. Students will go through a variety of innovative activities to learn our values that support our mission and philosophy.

Modeling

Modeling might be the most important aspect of developing our culture and climate. Starting at the top, the school leader will model the belief that all children can and will learn. The school leader will be very clear that our mission is to passionately raise each child's academic, social and physical level to succeed in high school, college and the world beyond. The leader will show, through his actions, the importance of achievement, respect, innovation, service and enthusiasm. Teachers will also be asked that every action they take be in the spirit of our values to develop the climate and culture that is essential to accomplish our mission.

College Themes

All rooms at ARISE Academy will be named after colleges. An incoming Pre-K student will call his/her room by a college name. The discussions of college will be common place at ARISE. In addition to various learning opportunities associated with this (cities, states, mascots, colors) it will instill a thought and a norm that could be overlooked. Instead of room b, you might hear an ARISE scholar say "I go to

Harvard." In addition students will be taught specific thing about their particular college. After many years students will be exposed to many different colleges. Teachers daily talk about what it takes to get to "Harvard" and how that connects with the ARISE values and being an ARISE scholar. Learning trips will also be taken to various Universities starting at an early age. College will not be a foreign idea to an ARISE scholar.

a. Describe any extra and co-curricular activities that will be implemented to enhance the school's philosophy.

Extracurricular Activities

ARISE Academy passionately seeks to raise each students academic, social and physical level in order for each child to be successful in high school, college and the world beyond. Extracurricular Activities play a huge part in accomplishing our mission. ARISE Academy will run an intensive music, arts and sports program

Music

At ARISE Academy students will have daily exposure to music. In the younger grades they will be encouraged to explore music through guided activities run by our music teacher. These early years will set the stage for music logic and theory to grow on. As the school and students grow, they will have access to variety of instruments and instruction. Beginning in 4th grade, students will receive instruction in choir, cooperative instrument performance and formal music logic. New Orleans is celebrated throughout the world for its music. ARISE academy intends to enhance children's lives through exposure to the richness of the world directly around them. Through creating connections with many local resources, ARISE intends to simultaneously enrich our students lives and build community connections.

Daily instruction and exposure to music at ARISE Academy is based on the following beliefs that correspond with our mission and values:

- 1) Research shows music enhances learning**
- 2) Music teaches discipline**
- 3) Music relieves stress** (much needed in today's environment for children)
- 4) Music gives children a sense of achievement and increases self-esteem**
- 5) Music adds enthusiasm and passion for school**

Art

Scholars at ARISE Academy will receive structured art education from our Art Director daily. ARISE Academy has placed an importance on art because we believe art is essential to learning. Learning about the visual arts gives students a window onto the rich and interesting world around them, teaching them about their own history and culture, as well as those of other people. Art cultivates self-expression, imagination and creativity as well as critical-thinking and problem-solving skills. These qualities are consistent with the values of ARISE Academy and essential to achieve our mission.

Art provides students with opportunities to evaluate, apply and synthesis ideas; critical higher level thinking activities. Understanding and creating art can teach students how to work cooperatively in groups and how to work hard to achieve a goal.

The development of these skills and attributes makes students better learners and builds self-esteem. Art is also a critical life skill because ideas and information in our world are often delivered visually thus children need to learn how to analyze and judge the meaning of images and how to use them to

communicate their own ideas.

Sports

ARISE Academy believes in the power of daily sustained exercise for children and the ARISE scholar will have multiple opportunities throughout the day to move. Research has shown that physically fit children identify visual stimuli much faster than children who are sedentary. Children who exercise consistently also allocate more cognitive resources to a task and can do so for longer periods of time.

In addition to regular physical exercise and the use of kinesthetics in learning activities, ARISE Academy will seek to partner with the United States Tennis and Golfing Associations. Both of these organizations have foundations that seek to spread these life long games to historically underserved environments. In additions to a regular program of physical education students will have access to these sports several times a week. It is the belief of ARISE Academy that these sports will build self-esteem and open doors for our students in the future.

b. If the charter school would implement a dress code policy, provide such policy, including a description of how the cost of any uniform would be covered for parents unable to afford them.

An ARISE scholar shows up everyday wanting to learn That want is visible in her/his preparation for school Like every piece of the ARISE culture, we will teach from the earliest, Pre-K, grades what it means to be prepared. Part of preparation is how you get ready. It is a norm at ARISE Academy that each scholar show up in the ARISE uniform The ARISE uniform consists of a collared polo shirt with the ARISE logo on it. Each student will be given two shirts upon completion of the school contract signing by all parties ARISE scholars will be able to wear any khaki colored. ARISE scholars will also be given two pair of pants when the enrollment process is complete. Shoes for ARISE scholars need to be plain black tennis or dress shoes Further our official policy will state:

- 1 All ARISE Academy students must wear the school uniform properly (i.e. shirt tucked in) at all times during their time at school. This also applies to uniform completeness (shirt without proper pants would be unacceptable, etc.).
2. Students must wear a black or brown belt with no large buckle.
3. Students will wear their pants at their natural waist-line
4. Students may not wear a shirt over or have a shirt other than the ARISE Academy shirt visible during their time at school
5. Students may not wear hats, caps, skullies, bandanas, do rags, or any other inappropriate headwear as determined by the School Leader and Director of Curriculum and Instruction.
6. Students may not wear inappropriately tight or cutoff pants and skirts must be of an acceptable (at least knee) length.
- 7 No open toe or sandals will be permitted due to the active nature of our learning.

ARISE Academy will provide at least two uniform sets to parents for free as part of their enrollment ARISE Academy will seek innovative ways to offer parents the ability to purchase supplementary uniforms or uniform replacements The opportunity to trade meaningful volunteer hours at the school in exchange for free uniform pieces or whole sets will be accepted gladly. When circumstances take place, with is likely due to enrollment projections of Type 5 charters, ARISE will due it's part to ensure that no one feels burden or strain in anyway to have access to our school uniform At ARISE we are committed to respect and it will be evident in all we do.

22. Attach the charter school's student discipline rules and procedures for regular and special education students. Provide your school's plan for suspension or expulsion, include the procedures and policies for implementing alternative instruction.

See Mandatory Attachment J

23. Please describe how parents will be involved in the charter school, including, in particular, the governance and administration of the charter school. How does the school plan to build family-school partnerships that focus on strengthening support for learning and/or encouraging parental involvement in school operations? Describe any volunteer activities the school will request of parents.

ARISE Academy firmly believes in a strong and collaborative partnership between the school leaders, teachers, students, and parents Although the job of making decisions about school policy belongs to the Board of Trustees and the administration, parent involvement is not only welcome, but absolutely necessary for the success of the school. ARISE Academy will implement a diverse set of strategies to involve the parent community.

Open Door Policy

ARISE Academy will have an open-door policy. After checking in at the office, parents can visit the school to see their children's classes in action at any time. In addition, parents of students who are struggling will be explicitly invited to sit in on their child's classes and assist school staff with developing positive and pro-active strategies that involve both the school and the home in improving student performance.

Parent Involvement Committee

Parents are encouraged to participate in the Parent Involvement Committee that meets with the school's School Leader and/or his/her designee each month. The Parent Involvement Committee will: connect parents to volunteer opportunities at the school; develop programs for parents to manage student transitions from elementary to middle school and middle to high school; sponsor events for the entire school community, such as holiday celebrations and potluck dinners; develop initiatives to support positive student social development; and work with the Director of Curriculum and Instruction to examine students' academic and social progress and consider possible initiatives to improve student outcomes.

Family Accountability Contract

When admitted to the school, parents and students are asked to sign a Family Accountability Contract and commit to important mutual responsibilities.

24. Provide details and/or policies of the charter school for handling complaints from parents.

Any parent may bring a complaint to the School Leader of ARISE Academy for any reason. We share the commitment to accountability that we ask of all our parents and students, and we will address any concerns expeditiously and judiciously. Any complaint brought to the School Leader will be recorded and addressed within ten school days from the time the complaint is introduced.

If after presentation of the complaint, a parent determines that the concern has not been adequately addressed, a written request may be made to present the complaint to the ARISE Academy Board of Trustees. Such requests must be submitted to the Board of Trustees at least one week prior to the next Board meeting. Emergency issues will be dealt with on an as-needed basis, with the Board responding to such issues at or prior to its next regular public meeting. The Board, as necessary, shall direct the School Leader or other responsible party to act upon the complaint and report its resolution to the Board. The Board of Trustees shall render a final determination in writing, as necessary.

If after presentation of a complaint to the Board of Trustees, the parent determines that the Board has not adequately addressed the complaint, he or she may present the complaint to the charter authorizer, (i.e. the RSD on behalf of SBESE) which shall investigate and respond. The authorizer shall have the power and the duty to issue appropriate remedial orders to the Board of Trustees of ARISE Academy.

25. Discuss how often parents will be involved in student academic evaluation and planning. For example, how often will parent/teacher conferences occur?

A key contributor to school success is parent involvement, so it is an absolute must in order to accomplish our mission that we have close parent involvement. ARISE Academy will seek to establish strong relationships with not only our students but also the family of our students. This begins with the first time any member of ARISE Academy comes in contact with a student and his family. The ARISE Academy position towards students and families is one of service and cooperation. We intend on accomplishing this in several distinct areas:

COMMUNICATION

Clear communication will be established with the families of ARISE Academy students from the moment of enrollment. The school leader will meet with each family and give them the ARISE Handbook. The handbook will be discussed in depth so that both the scholar and family gain an understanding about their school. The handbook will serve as a resource to our families.

In addition, at the time of enrollment families, students, and staff will enter into an agreement about expectations of ARISE Academy. This agreement, which is to be discussed with each family and student by the school leader prior to enrollment, will outline in detail the expectations of all involved.

all faculty of ARISE Academy will have a school furnished cell phone. The number will be given to student's families freely. Students and families will be encouraged to call. Staff are "on call" until 9 pm. Constant communication will be very important in achieving our *collective* mission.

ORIENTATION

In addition to an initial meeting with the family and student by the school leader, an orientation for all families will be held. ARISE Academy is honored to serve children in very formidable years. ARISE Academy seeks to make the family feel good about the school which their child attends. The orientation will be a week before school and will seek to answer questions and continue with the building of a strong culture. Parents will get to meet the teachers of their children, visit the space their children will spend time in and learn more information about their school. ARISE Academy is devoted to family involvement.

ADVOCACY

All members of ARISE Academy are advocates for our students and families. The Dean of Culture will constantly seek ways to serve our students and their families. The Dean of Culture will systematically gather information about our students and families. Families will be asked their input as to what they feel their child needs to learn and the best ways of going about this. This will be done in an effort to keep constant lines of communication open and develop strong collaboration between home and school. The Dean of Culture's number one task is to constantly find ways to empower our parents by seeking ways to involve them in their school. This position is key to the success of ARISE Academy.

SUPPORT

Under the direction and coordination of the Dean of Culture, all staff will take part in seminars at the school about various techniques to work with children. Teachers are educational experts and will seek every opportunity to share knowledge that will support parents in their student's education. These opportunities will be both planned and organic. Teachers will have conferences with parents three times a year. At these meetings teacher will ask the parents for information about their child such as "what would you like your child to learn?" What suggestions do you have, as your child's best teacher, about how they learn best? Teachers will make every effort to meet with parents upon request.

The Dean of Culture will also seek to put together information for services in the community that will benefit our school. We will attempt to wrap services together and inform parents of opportunities that are available. We will use every resource available to benefit our students.

PARTICIPATION

ARISE Academy will offer opportunities for parents to be an active part in their child's school. A coordinated volunteer program will be run by the Dean of Culture. Parents will be encouraged to "drop" by school to observe their student's learning (school policies for all visitors will be followed). Parents voice will be heard. All staff members will be trained on our culture of service and what that looks like. At ARISE Academy we make time for parents.

26. Provide information regarding the manner in which community based organizations, businesses and/or postsecondary institutions will be involved with the school.

At the forefront of everything ARISE Academy does is the mission: to passionately raise each child's academic, social and physical level in order to succeed in high school, college and the world beyond. With the mission at our center we seek to establish the following relationships:

Academic:

ARISE Academy will seek to partner with local colleges and universities such as Dillard University (<http://www.dillard.edu>), Loyola University (<http://www.loyno.edu>), University of New Orleans (<http://www.uno.org>), Southern University of New Orleans (<http://www.sunu.edu>), Tulane University (<http://www.tulane.edu>), and Xavier University (<http://www.xula.edu>). Universities are invaluable for knowledge and resources. Student groups will be probed for partnerships that will benefit ARISE Academy. Academic expertise will be sought from professors willing to impart knowledge and share best practice. This will be a great source of professional development, both formally and informally. ARISE Academy highly values innovation and will look to our higher education organizations for their ideas and aid.

Social

The community of New Orleans contains a plethora of talented people. As we seek to involve the arts in our school and enhance our student's lives, ARISE Academy will look to involve our local artists. At ARISE Academy we believe that this relationship can be a symbiotic one that benefits all involved. ARISE hopes to build a partnership with the Art's Council of New Orleans. The Art's council shares with ARISE Academy the belief that the arts are essential to life. They seek opportunities to infuse varied art and artist into schools. ARISE will seek to foster this relationship.

Higher Education Institutions will not only be academic resources but they will serve a great role in fostering our scholar's commitment to be successful there. Visits to Universities will be common place. Each "field lesson" will have an objective, the same as a normal lesson. Our scholars will grow up being accustomed to these universities and build their sense of belonging and comfort of such environments.

Physical:

The United States Tennis and Golf Associations seeks to allow access to their sports to children who previously and historically have not had access. ARISE Academy will vigorously seek partnership with both association. A's and Ace's, a non-profit that combines sports with mentoring, is a local group that ARISE Academy has been in contact with to form a partnership and is continuing to explore.

The City of New Orleans Health Department will be seen as a ally in promoting health services to our students and families. Dental, medical, mental health, prenatal care are just a sampling of the services that The City of New Orleans Health Department offers. Everyone at ARISE Academy will seek to serve our students and families and our Dean of Culture will be seen as lead person to educate our staff and connect these services, but it will be the job of all to reach out to any and all available resources for the well being of our students.

27. Provide details regarding the composition of nonprofit governing board or local school board.

ARISE Academy will be governed by an odd number of board members consisting of between 5 and 15 persons, though the school will have at least 7 members by January 1st, a timeline which has been

approved the State Charter Office. The board will bear final responsibility for the school's academic success, organizational viability, and faithfulness to the terms of the charter. The Board will develop and approve the annual budget and all school policies. It will also set goals and review strategy to continually guide the school towards the fulfillment of its mission.

The board will represent the diverse professional experiences and practical expertise necessary to support the start-up and long-term viability of a charter school. Such experiences and expertise include education, finance, law, non-profit and community leadership, human resources and previous governance experience

The Board will be structured to include a Chair, Vice Chair, Secretary, and Treasurer. Board members will serve renewable two-year terms. Each board member will serve on one of the following committees. Governance, Finance, Development, or Academic Excellence. In conjunction with governing the school, the board will also be responsible for hiring the School Leader. Monthly board meetings will be held in compliance with the open meetings law.

The School Leader will implement the school's mission, lead the school and report directly to the Board on all major, school related matters. The School Leader will attend board meetings, report academic results, financial reports, legal issues and other pertinent documents for display and review. The School Leader will be charged with hiring, setting compensation for, supporting and evaluating all other school staff

Although the ARISE Academy Board of Directors delegates management of the school to the School Leader, the Board is ultimately responsible for ensuring that the school meets its academic, fiscal and operational objectives. The primary qualifications for serving on the Board are:

1. An unwavering commitment to seeing our students superbly prepared for high school, college, and success in life;
2. A commitment to improving access to quality education for all children regardless of race or economic status;
3. An understanding of the Board's obligation to act as effective and vigilant stewards of public funds,
4. The ability to be a good judge of information regarding the School Leader's educational and fiscal management of the school and a willingness to replace the School Leader if results are less than satisfactory,
5. A willingness to focus on the academic achievement of children in the school, and not to divert the board's attention to matters that are peripheral to this mission;
6. An ability to fairly and accurately assess the needs of the community, and to represent the school to the community and others,
7. Attainment of at least 21 years of age, and,
8. Financial and/or legal, business, fundraising, management, governance, real estate development, and educational experience,
9. A willingness to accept and support decisions made in accordance with the by-laws,
10. An ability and willingness to give time and energy to the school; and,
11. A willingness and ability to provide access to resources, both financial and other, in order to support and strengthen the school.

a. Briefly Summarize the skills and experiences of each board member.

Chris R. Ross has worked as a director in non-profit real estate development for the past four years specializing in property acquisition and affordable housing development. A licensed real estate agent for the past 10 years he was recognized as Latter & Blum's Commercial "Rookie of the Year" in 1999 for his superior achievement during his first year with the firm. As a small business owner, Chris has honed his skills in business organizing and has formed a goal-oriented approach to community development. Chris was also selected as one of City Businesses Minority Success Guide winners for 2005. Chris is a native of New Orleans and attended Louisiana Technical University.

Sherry Vinturella is the Training Administrator for Adams and Reese LLP. Sherry trains all attorneys and staff on all aspects of the computer hardware and software systems. She oversees the training attorneys and staff in all 10 offices of Adams and Reese LLP. She is a member of The Urban League of Greater New Orleans Young Professionals organization, where she serves as the Membership chair. Sherry volunteers for the Heart of Hospice Center on the Westbank of New Orleans. Sherry is a graduate of Hahnville High School and Louisiana Tech University.

Gary Kreigh brings over twenty years experience serving on and working with Boards of non-profit organizations. Currently, he is the Assistant Secretary to the Board of Directors for Ochsner Health System, Ochsner Clinic Foundation and Ochsner Community Hospitals and has worked and studied under the BroadBaker Group of Kansas City, Missouri, related to Board Governance. Gary was also the International Treasurer and International Vice President of Education for the Information Systems, Audit & Control Association and served as Regional Vice President on its the international Board. Originally from the Midwest, Gary has a Bachelor's degree in Accounting from Ball State University and is currently attending Gonzaga University for a Masters degree in Organizational Development. He is a Certified Internal Auditor and Certified Fraud Examiner. The father of three grown children, Gary is eager to put his Board and business experience to assist NSNO in the growth and development of education in New Orleans.

Charel W. Katz is Director of Philanthropic Programs for the Ochsner Health System, a non-profit, academic, multi-specialty, healthcare delivery system dedicated to patient care, research and education. The system includes seven hospitals and over 35 health centers located throughout Southeast Louisiana. Charel joined Ochsner in 1989 as the Special Event and Donor Relations Coordinator. In 1992, she assumed her current responsibilities as Director of Programs and Operations for the 14-member team of the Department of Philanthropy. Prior to joining Ochsner, Charel was actively involved in the New Orleans community as a volunteer and coordinator of an emergency device program run through a not-for-profit agency. She is a member of the Association for Healthcare Philanthropy and has been involved on various levels including serving as Southeast Regional Director and national AHP Vice Chair for Membership and Communication. She holds a Bachelor of Arts degree in History from Newcomb College of Tulane University. Charel has two sons, both of whom live in Texas along with her daughter-in-law and two wonderful granddaughters.

Lucia Blacksher has been General Counsel for the Greater New Orleans Fair Housing Action Center (GNOFHAC) since January 2004. She oversees litigation and enforcement actions filed on behalf of GNOFHAC, as well as individuals who have experienced housing discrimination in the rental, sales, lending, and homeowners' insurance markets. Prior to joining GNOFHAC, she was a trial attorney for the United States Department of Justice, Civil Rights Division, Disability Rights Section. While with the Justice Department, she assisted with the enforcement of disability rights laws, including the Americans with Disabilities Act, Rehabilitation Act of 1973 and the Fair Housing Act. Ms. Blacksher received a B.A. from Tulane University's Newcomb College and a J.D. from Loyola University School of Law in New Orleans.

Orleans.

b. Include a Charter School Roster of Key Contacts (see *Appendix C*) for the governing board and key administrative leaders for the school.

See Mandatory Attachment A

c. Attach resumes for each governing board member.

See Mandatory Attachment B

d. Describe the roles and responsibilities each of the following have played in the application design, development and implementation of the school for the following:

- **Board Officers**
- **Individual Board Members**
- **Committees**
- **School Leader, if identified**

The Founding Board and proposed school leader have all participated extensively in the development of the charter application and the school's development. The Lead Founder, Andrew Shahan, has taken responsibility for being the primary author of the charter application. All relevant sections have been vetted by the Founding Board who have offered their expertise on the governance, financial and key operational sections of the application. Mr. Shahan, as the proposed School Leader of the school, has taken the lead on the educational focused sections. Upon chartering, all Founding Board members are prepared to become Directors of the school. In addition, upon chartering we plan to add an additional 4-6 trustees who will bring targeted skills and a passion for the mission of our school. Together we have delineated the responsibilities in the following way:

Board Officers

Chair

The Chair is the senior volunteer leader of ARISE Academy who presides at all meetings of the Board of Directors and other meetings as required. The Chair is an *ex officio* member of all committees of the organization. The Board Chair oversees implementation of Board policies and ensures that appropriate organizational systems and procedures are established and maintained. Through frequent communication, the Chair maintains a close working relationship with the School Leader – essential to effective oversight of ARISE Academy. The chair is the primary liaison between the School Leader and the Board. The Chair will possess strong group facilitation/group process skills and will be prepared to serve as a coach and mentor to the School Leader. The Chair will:

1. Jointly develop with the School Leader agendas for Board meetings
2. Facilitate all Board meetings
3. Appoint Chairpersons of all Board committees
4. Support annual fund-raising with his or her own financial contributions, recognizing his or her responsibility to set the example for other Board members
5. Coordinate School Leader's annual performance evaluation
6. Work with the Board of Directors and paid and volunteer leadership, in accordance with ARISE Academy mission and bylaws, to establish and maintain systems for: planning the organization's human and financial resources and setting priorities for future development; reviewing operational effectiveness and setting priorities for future development, controlling fiscal affairs; acquiring, maintaining, and disposing of property, maintaining a public relations program to ensure community involvement, ensuring

the ethical standard, ensuring that ARISE Academy remains true to the terms of the charter.

Vice Chair

The Vice Chair will: preside at meetings of the Board of Directors in Board Chair's absence; assist the Board Chair in maintaining regular monitoring and coaching of board committees and task forces by serving as member of standing committees as designated by the Board Chair

Treasurer

The Treasurer, jointly with the Board Chair and supported by the School Leader and Chief Financial Officer or business manager, ensures that current financial records are maintained, accurately reflecting the financial condition of the school. These records will include cash, outstanding advances, investments, accounts receivable and other assets, accounts payable, and fund balances (net assets). The Board Treasurer will.

- 1 Participate in the preparation of the budget
2. Serve as the Chair of the finance committee.
- 3 Ensure that accurate books and records on financial condition are maintained.
- 4 Ensure that the assets are protected and invested according to ARISE Academy policy
- 5 Ensure that ARISE Academy complies with corporate and statutory reporting requirements.
- 6 Ensure that comprehensive financial reports to the Board are prepared in a timely and accurate manner.
7. Ensure that the complete records of the organization are available to the individual or individuals preparing the annual financial statements
- 8 Perform all duties incident to the office of the Treasurer
9. Educate the full Board about the organization's finances and ensure that full Board completely understands the financial picture of the organization

Secretary

The Secretary is the primary steward of the record keeping and organizational documentation of the school. The Secretary will.

1. Certify and keep at the School Leader office of the corporation the original or a copy of the bylaws as amended or otherwise altered to date
2. Keep at the School Leader office of the corporation or at such a place as the Board may determine a book of minutes of all meetings of the Directors and meetings of committees Minutes shall record time and place of meeting, whether regular or special, how called, how notice was therefore given, the names of those present or represented at the meeting and the proceedings thereof
3. Ensure that all notices are duly given in accordance with the provisions of the bylaws or as required bylaw .
4. In general, perform all duties incident to the office of the Secretary and such other duties as may be required by law, by the Articles of Incorporation, or by bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

Governing Board

The role of the full governing board will be to:

Safeguard the school's mission and competitive advantage

On an annual basis, Board members will assess the school's mission, strategic plan, and annual goals as well as the external environment to assure that the school is fulfilling its charter and meeting the needs of the community

Secure sufficient resources to fulfill the school's mission

Board members are expected to work in partnership with the school's administration to raise funds to

support the school's mission.

Ensure strategic and effective resource allocation

As the fiduciary agents of the school, Board members will review and approve the school's budget and funding plan and will hold the CEO accountable for its effective and efficient management.

Hire, support, and assess the performance of the school's chief executive officer

The Board will work as the governing partner to the school's management team and will ensure that the chief executive officer has the training, support, and encouragement necessary to fulfill the school's charter. In addition, the Board will assess annually the performance of the chief executive officer and will hold him/her accountable to the job description and performance criteria upon which they mutually agree

Serve as ambassadors for the organization

As the school's primary link to the community, the public, the media, and funders, Board members are expected to garner support from the community through their passionate commitment to and articulation of the school's mission.

Set policies and procedures

As the school's governing body, the Board is expected to establish policies and procedures to support the mission.

Monitor and ensure legal and regulatory compliance

The Board should review school policies and program to ensure compliance with the law and with state regulations.

Assess its own performance

As a component of holding the organization accountable to achieving its mission and efficiently allocating its resources, the Board is expected to evaluate its performance against its job description and performance criteria

Individual Board Members

Individual Founding Board members of ARISE Academy have already contributed significantly of their time and resources towards the successful creation of the school. Moving forward as a governing board, the performance expectations for individual board members of ARISE Academy will be to

Govern by helping to fulfill the Board's collective responsibilities, detailed in the Board's job description and expectations.

Advocate for the school's vision and mission and be a champion in building the diverse constituencies necessary to support the successful launch and sustainability of the school.

Serve as a liaison with the public, interpreting the school's vision to the community and informing the school of needs of the community.

Lend credibility to the school with professionalism, integrity, and enthusiasm

Satisfy all legal requirements for the school

Consult by lending specific expertise for the benefit of the school.

Capitalize on personal networks secure financial and other resources to support the school.

Attend regular Board meetings and participate in a meaningful and productive manner by focusing on strategic and critical questions and issues and by coming to meetings prepared.

Be accessible for personal contact in between board meetings and for committee serving on a committee or taskforce as need be.

Assist as needed to complete tasks as needed and by serving on a board committee. Focus energies on governance and support the School Leader in their role as the school's CEO.

Collaborate with fellow Board members to fulfill the obligations of the Board and to ensure that diverse perspectives are heard and incorporated into the governance structure. Focus on creating group, not individual success; support Board decisions; participate critically in the appraisal of the Board's performance.

Disclose to the Board any potential conflicts of interest, whether real or perceived, and abide by the decision of the Founding Board related to the situation.

Committees

The Board of Directors will have four standing committees: Governance, Finance, Development, and Academic Excellence. Each committee's roles and responsibilities are outlined below

Governance Committee

The Governance Committee is responsible for ongoing review and recommendations to enhance the quality and future viability of the Board of Directors. The focus of the committee revolves around the following five major areas

- 1 Board Role and Responsibilities Leads the Board in regularly reviewing and updating the Board's statement of its role and areas of responsibility, and the expectations of individual Board members.
2. Board Composition· Assesses current and anticipated needs for Board composition, determining the knowledge, attributes, skills, abilities, influence, and access the board will need to consider in order to accomplish future work of the Board. Develops a profile of the Board as it should evolve over time Identifies and presents potential Board member candidates and explores with candidate his or her interest and availability in Board service. Nominates individuals to be elected as Directors. In cooperation with the Board Chair, meets annually with each Board member to assess his or her continuing interest in Board membership and term of service. Works with each Board member to identify the appropriate role he or she might assume on behalf of the organization.
3. Board Knowledge. Designs and oversees a process of Board orientation, including information prior to election as Board member and information needed during the first cycle of Board activity for new Board members. Designs and implements an ongoing program of Board information and education to help Board members.
4. Board Effectiveness· Leads the periodic assessment of the Board's performance. Proposes changes, as appropriate, in Board structure, roles, and responsibilities. Provides ongoing counsel to the Board Chair and other board leaders on steps he or she might take to enhance board effectiveness. Regularly reviews the Board's practices regarding member participation, conflict of interest, confidentiality, etc , and suggests improvements as needed Periodically reviews and updates the Board's policy guidelines and practices.
- 5 Board Leadership: Takes the lead in succession planning, taking steps to recruit and prepare for future

Board leadership. Nominates Board members for election as Board officers.

Finance Committee

The Finance Committee coordinates the Board's financial oversight responsibilities by recommending policy to the Board, interpreting it for the Directors, and monitoring its implementation. The committee also provides Board oversight of the organization's financial audit.

The committee monitors the organization's financial records; reviews and oversees the creating of accurate, timely, and meaningful financial statements to be presented to the Board; reviews the annual budget and recommends it to the full Board for approval; monitors budget implementation and financial procedures; monitors budget assets; monitors compliance with federal, state, and other reporting requirements, and helps the full Board understand the organization's finances. The committee reviews: the adequacy of the organization's internal control structure; the activities, organizational structure, and qualifications of the internal audit function; and the policies and procedures in effect for the review of executive compensation and benefits. The committee also recommends the auditor for full board approval and reviews the audit.

The Board Treasurer should chair this committee. Committee members should have a strong background in accounting, finance, or business

Development Committee

The Development Committee leads the Board's participation in resource development and fundraising. The committee works with the staff to develop the school's fundraising plan. The committee develops policies, plans, procedures, and schedules for Board involvement in fundraising. It helps educate Directors about the organization's program plans and the resources needed to realize those plans. It familiarizes Directors with fundraising skills and techniques so that they are comfortable raising money. The committee is the Board's central source of information about the fundraising climate in general, and about the status of the school's fundraising activities in particular. The committee sets minimum guidelines for Directors' contributions and then solicits those contributions. It also plays a strong role in identifying, cultivating, and approaching major donors. Prior fundraising skills and experience or a desire to develop such are important qualifications.

Academic Excellence Committee

The Academic Excellence Committee is commissioned by and responsible to the Board of Trustees to assume the primary responsibility for working with the school leader to define academic excellence, ensure that all board members know the charter promises that were made to the community and the authorizer and to devise clear and consistent measures to monitor these goals. The Academic Excellence Committees partners with the school leadership to set annual academic achievement goals, to be presented to and approved by the full board. In addition, they ensure that the school leadership shares with the board annual successes, barriers to reaching academic excellence, and strategies to overcome these barriers. This committee also arranges for Board training on issues related to academic oversight and academic achievement, as needed.

School Leader

The School Leader will implement the school's mission, lead the school and report directly to the Board on all major, school related matters. The School Leader will attend board meetings, report academic results, financial reports, legal issues and other pertinent documents for display and review. The School Leader will be charged with hiring, setting compensation for, supporting and evaluating all other school staff. The School Leader understands that the critical role that he must play in helping to establish effective governance and is prepared to devote significant time to partnering with the board to create effective governance practices.

28. Describe the intended policies and procedures that will be used by the nonprofit governing board to govern the proposed school.

a. Provide as an attachment the board-approved set of by-laws for the nonprofit corporation, which includes the following:

- **officer positions designated and the manner in which officers are selected and removed from office;**
- **the manner in which members of the governing body are recruited and selected;**
- **the manner in which vacancies on the governing body are filled;**
- **the term for which members of the governing body serve; and**

By-laws should indicate the committees that the corporation would create, e.g., audit, finance, compensation, and delineate the functions and powers of those committees, and the proof of compliance with Louisiana Open Meetings Act.

See Mandatory Attachment C

b. Attach the proposed school's policies and procedures for complying with the *Louisiana Code of Ethics*. The code of ethics and conflict of interest policy applies to board members, officers, and employees of the school. Provide details regarding how the school will handle *Code of Ethics* violations.

See Mandatory Attachment E

c. Attach the proposed school's policies and procedures for complying with the Louisiana Public Records Law, LA-R.S. 44:1 et seq., remembering that the nonprofit corporation must also comply when acting in their capacity as the governing board of the charter school.

See Mandatory Attachment D

d. Provide an acknowledgement that in the event of the dissolution of the charter school, the Operator will cooperate fully with LDOE and SBESE procedures for the transfer of students and student records and for the disposition of school assets.

In the event of the dissolution of ARISE Academy, the following procedures will be implemented to transfer students, student records, and dispose of the assets of ARISE Academy.

- 1 All assets purchased with public funds shall become property of the chartering authority To the extent that these assets consist of movable property, delivery shall be arranged with the chartering authority in a timely and efficient manner
2. ARISE Academy will arrange efficient and timely delivery of all student records to New Orleans Public Schools (NOPS) and/or the Recovery School District (RSD) Transfer of the student records shall take place no more than 15 business days after the close of the school
- 3 ARISE Academy will hold a meeting for parents of all student, with at least 10 days public notice, to inform parents of the closure and their options for reenrolling their child in another school
- 4 Parents will receive copies of their student's records which they may either pick-up in person or receive by mail

5. It is ARISE Academy policy to fully cooperate with LDOE and SBESE procedures for assets disposition and transfer of student records in the event that the school is closed.

e. Provide an annual schedule of Board meetings; include proposed dates, times and location of meetings. Also, include details regarding how notice for board meetings will comply with the Louisiana Open Meetings Act.

ARISE Academy will hold it's Board meetings at 200 Broadway Suite 108 until a school site is determined at which time the Board Meeting will transition over to the school site. The meetings will start at 6:00 and every attempt will be made to have the meeting regularly on the 2nd Wednesday of each month.

Wednesday January 14, 2009
Wednesday February 11, 2009
Wednesday March 11, 2009
Wednesday April 8, 2009
Wednesday May 13, 2009
Wednesday June 10, 2009
Wednesday July 8, 2009
Wednesday August 12, 2009
Wednesday September 9, 2009
Wednesday October 14, 2009
Wednesday November 11, 2009
Wednesday December 9, 2009
Wednesday January 13, 2010
Wednesday February 10, 2010
Wednesday March 10, 2010
Wednesday April 14, 2010
Wednesday May 12, 2010
Wednesday June 9, 2010
Wednesday July 14, 2010
Wednesday August 11, 2010

Pursuant to Louisiana Open Meetings Act LSA-R.S. 42:4.1-13, all meetings of the Board of Directors will be open to the public. The general public will be allowed to observe any meeting of the Board and provide comment.

Notice of all meetings will be posted in a conspicuous place on ARISE Academy's campus and advertised at least 24 hours prior to the meeting.

Each board member has received a copy of the Open Meetings Act and the board plans to review the law and its practical implementation on an annual basis.

f. Provide a detailed schedule of Board meetings that will be held from present until the beginning of the second school year; indicate date, time, location and method of public notice in accordance with the Louisiana Open Meetings Act.

Please refer to "e" above.

29. Describe nonprofit governing board training and development plans for the nonprofit Board of Directors and membership. The plan for training and development should be on-going

including a timetable, specific topics to be addressed and requirements for participation.

The Founding Board of ARISE Academy understands the unique challenges of creating a strong governing board from scratch. To this end, the full founding board plans to take advantage of the extensive governance training that will be provided by New Schools for New Orleans. In total the board and School Leader will complete approximately 75 hours of governance training prior to the doors opening of the school.

Training to be completed as follows:

July – November 2008

While completing our charter application, the founding board of ARISE Academy completed 25 hours of governance training which included

1. School Leader Orientation to effective charter school governance (4 hours)
2. Founding board members orientation to effective governance (4 hours)
3. Founding board retreat to dissect the charter in great detail—emphasis on the governance portions and using the charter application (6 hours)
4. Interview preparation – board's role in understanding, overseeing and upholding the promises outlined in their charter application (3 hours)
5. Individual coaching and troubleshooting around board structure, roles and responsibilities, and governance and management (8 hours)

December 2008 – August 2009

Upon chartering NSNO supported start-up schools will receive approximately **50 hours** of governance training and coaching. This intensive group and individual training will include the following.

Group Training: Getting Your Governance Ducks in a Row (4 hrs)

Saturday, December 6th

Board Chair, School Leaders, Chair Governance Committee mandatory

Content:

1. Strengthening bylaws
2. Finalizing job descriptions for committees, trustees and officers
3. Compliance with open meeting law
4. Review what good minutes should look like
5. Hiring the school leaders—processes, procedures, timelines
6. How to run effective meetings, including protocols for the public attending your meeting
7. Board expansion plans

Group Training

Developing a Clear Board-Level Action Plan for January – August 2009 (6 hrs)

Saturday, January 9th

Full board and School Leaders

Content: Full day, full board training to walk through the key things the board should be focusing in the next 8 months and provide break out time for individual boards/board committees to start crafting their game plans. We will dive into governance-management as it relates to all the key tasks—personnel, facilities, finances, fundraising, academic oversight etc.

Group Training: Boards Chairs Only Partnering, Supporting & Evaluating Your School Leaders

Wednesday, February 11th 4:30-6:00 pm (1.5 hrs)

Group Training: The Board Savvy Charter School Leader
Wednesday, February 11th 10 00-12 00 (2 hrs)
School Leaders

Group Training. (6 hrs.)

April 2009, date TBA

Full board and school leaders

Board's Role in Delivering Academic Excellence

- 1 What's the full board's role, committee role, etc
2. Clarifying how the board and the school leader should interact on this topic
- 3 Defining Academic Excellence
4. Creating an annual board level action plan
- 5 Governance management case studies—especially how they relate to academic excellence
6. How to start a fundraising program from scratch

Customized Board Retreat (8 hrs.)

Each board will hold a full day, customized board retreat, designed to establish board-level and management-level goals for the upcoming school year.

Individualized Coaching

Each school leader and board chair will participating in a monthly coaching call or meeting with their assigned NSNO staffer and NSNO's governance consultant (8 hrs)

NSNO staff will attend a minimum of 4 board meetings during this time period and provide detailed feedback and coaching to the board chair and school leader to improve the effectiveness and efficiency of the board meetings (6 hrs.)

Board expansion coaching and assistance—NSNO staff will identify, screen, and assist with the vetting process of expanding each board with prioritized skills needed to effectively govern the school (4 hrs.)

In addition, the full board and School Leader will participate in a series of charter school board meeting observations. We will attend 3-4 consecutive board meetings of an existing, effective New Orleans charter school board to understand what this work will look like once the doors of the school are open

30. Provide plan for recruitment and succession of nonprofit governing board members. Provide details regarding the types of expertise that is intended for the board, details regarding how individuals will be identified and selected, and who is responsible for recruitment.

Because the Board of Directors must always be a capable and high functioning entity for the school to meet its goals, it is a major responsibility of the board to ensure the school has structures in place to attract talented governance candidates to ARISE Academy. The entire board has responsibility for recruiting and cultivating potential members while the Governance Committee will be responsible for the initial vetting and ultimately formal nomination to the whole board of any new Director candidate. In addition, the school's School Leader will play a key role in assisting in identifying and vetting board candidates

The Governance Committee will continually draw on professional and personal networks to identify, cultivate and recruit a diverse group of individuals with valuable expertise. Of particular importance will be expertise in business, law, education, real estate, finances, and fundraising and a willingness to use this expertise for the benefit of the school. These individuals must have roots in and a demonstrated commitment to New Orleans, and a philosophical alignment with the mission of the

school. The initial governing board will serve staggered terms to ensure that only a few trustees' terms are up each year

Annually the Governance Committee will complete a skills analysis of the board both for the immediate needs and for the subsequent 2-3 years. This inventory will include succession planning for both Directors and the Officers of the board.

If chartered, the school will seek to add another 2-4 members before the school opens to students. Areas of ongoing need include professional fundraising, finance and real estate. In addition, the Board plans to institute a policy of having skilled non-board members serve on board committees as a way of developing a pool of potential board candidates that have proven their passion for the school and their ability to contribute meaningfully to the work of the board.

All board candidates will follow the procedures outlined in the board approved nominating policy. The nominating process will be a multi-step process designed to ensure both a mission fit and the necessary skills and qualities needed.

31. Describe the relationship the nonprofit governing board will have with the key administrative leaders and/or any significant partner organizations.

Administrative Leaders

The Board of Trustees will choose a School Leader with knowledge of and experience in management and administration. He or she must possess skills in finance and personnel, oral and written communication, and cultivating community relations. In addition, he or she must have demonstrated success as a leader in an educational institution and have practical working knowledge of effective urban charter school implementation.

The Board shall maintain constant communication with the School Leader. As the chief administrator of the school, the School Leader will update the Board on a regular basis about school-related activities. The School Leader will be required to provide updates for the Board at each regular meeting. When appropriate, the School Leader will invite staff, most often the Student Support Coordinator and the Director of Finance and Operations, to join Board meetings to offer specific information and guidance.

Annually, the board will update the School Leader's job description and approve a set of clear, measurable management-level goals. These management-level goals will form the basis of the School Leader's annual review. The School Leader will be evaluated annually by the Board according to the following criteria:

1. Student academic achievement as indicated by standardized test scores
2. School organizational viability, including financial health and ongoing parental demand
3. Demonstrated organizational growth, including professional development and improvements in systems and infrastructure
4. Acquisition and retention of outstanding faculty
5. Progress towards goals outlined in the charter application, the school's accountability plan and any other strategic goals set by the Board and the School Leader
6. Effectiveness in working with the board

Each year, a task force including several board members and non-board members with human resource, school leadership and evaluation experience will re-examine the written instrument and timetable used to evaluate the School Leader. This process will happen with the input of the School Leader. Once concluded, the task force will present the suggested evaluation tool, process and timeline to the full Board for approval. The task force will then conduct the review according to the agreed-upon timeline. Once this process is concluded, the results will be presented to the full Board.

Partnerships: New Schools for New Orleans

ARISE Academy will be partnering with New Schools for New Orleans [NSNO], a local non-profit whose vision is to achieve excellent public schools for every child in New Orleans. While ARISE Academy will remain an independent and autonomous public charter school, the partnership with NSNO will allow ARISE Academy to benefit from NSNO's extensive charter school knowledge; specifically, NSNO will provide the following support.

Leadership Training

NSNO has partnered with Nancy Euske, a professor of Organizational Behavior at Berkeley's Haas School of Business, to conduct a 5-day training on leadership development. Professor Euske, the original architect

of KIPP's leadership training program, guides founders through an intensive analysis of their current leadership styles and attributes, and then works with each founder to develop a leadership improvement action plan, which forces each founder to identify 3-5 leadership weaknesses that he or she will seek to improve on during the course of the training year. Substantive leadership competencies covered include: understanding leadership styles, increasing emotional intelligence, using power effectively, and engaging in difficult conversations.

Organizational Development Trainings

Professor Euske also conducts a seminar on organizational development, which guides founders through the process of developing and honing their mission and organizational values. Additionally, extensive time is spent in working with the founders to develop their own socialization plans – plans that detail how they will introduce both their staff and students to the organization's mission and values. The aim of the training is to equip the founders with the knowledge and tools they need to develop a mission driven organization where school culture constantly support and enhances student performance.

Governance Training

Strong governing boards are an integral component of charter school performance; in order to support good governance in its supported schools, NSNO has partnered with Marci Cornell-Feist of Meetinghouse Solutions, a national leader in charter school governance. Ms. Feist will be conducting numerous sessions with school founders and their boards, including: School Leaders and Board Governance, Charter School Governance 101, School Start-Up Retreat, Evaluating the School Leader, and 3-5 phone consultations with school leaders and their board chairs to be conducted throughout the start-up year.

Operational Training

NSNO believes that sound operational management will lead to gains in student achievement. Poor financial and operational policies and procedures can doom a school before it even opens its doors. To ensure that all NSNO schools avoid the pitfalls of poor operations, NSNO partners with Raj Thakkar of Charter School Business Management to train both its school leaders and operational directors. Additionally, post-charter approval, NSNO will provide the school with a start-up grant that will allow the operational director to be brought on staff in March, thereby leaving sufficient time for the development of sound operational and financial policies.

Instructional Trainings

NSNO will provide instructional trainings to enhance the instructional practices at all partner schools. Specifically, Paul Bambrick, the Managing Director of North Star Schools – which is one of the highest-performing charter networks in the nation – will provide a two day session on data-driven instruction. Mr. Bambrick, who is also a lead instructor for New Leaders for New Schools, will delve into great detail on how to build, execute, and revise rigorous interim assessments. Additionally, NSNO will contract with Doug Lemov of Uncommon Schools to present his innovative work entitled *The Taxonomy of Teaching*, which breaks down the practices of high-performing teachers into over forty specific techniques. Finally, Doug McCurry of Achievement First will conduct a session on teacher observation and feedback.

Site Visits to High-Performing Schools

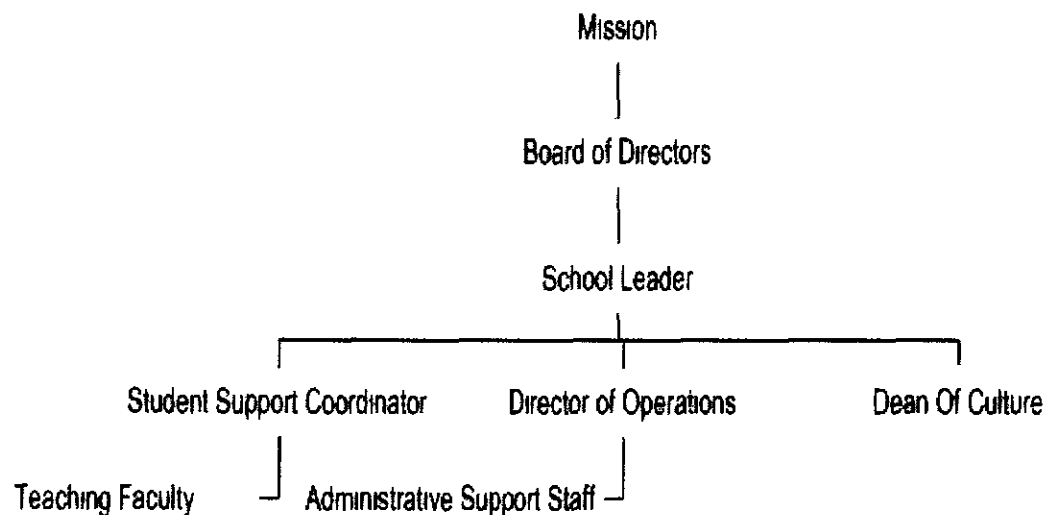
NSNO will also provide funds for founders to visit our nation's highest performing public charter schools, including those from the following networks: KIPP, Achievement First, Uncommon Schools, YES College Prep, and Noble Street. These visits, which will last from 2-5 days, will allow school leaders to learn from the practices of schools that have a proven track record of closing the achievement gap. Additionally, NSNO will also arrange for school leaders to conduct a one-week residency in a high-performing New Orleans charter school, so that school founders can gain a deep understanding of the specific New Orleans environment.

Post-Opening School Reflection Visits

Once chartered, NSNO will conduct four school reflection visits to all partner schools during their first two years of operation. These visits will allow school leaders to receive impartial feedback from external, expert practitioners. Each reflection team will consist of two NSNO staff members, one external consultant, and one school leader from another high-performing school in the city. Upon completion of the visit, the school leader and NSNO will create a school action plan that will focus on 2-3 discrete areas of improvement.

32. Provide an organizational chart for the school and a narrative description of the chart. The information supplied should indicate clearly the reporting structure of employees to the nonprofit board and staff to the school director(s). If the charter school would contract with a company for management services, also indicate the company's role in the organizational structure of the school. Include delineation of any Professional Partnership Organization.

ARISE ACADEMY ORGANIZATIONAL STRUCTURE



The mission of ARISE Academy has its place at the top of the organization chart. The Board of Directors at ARISE Academy are the holders of the mission and seek to keep the mission and the school healthy and sustainable. The Board of Directors sets policy and determines overall strategic direction of the school. The Board monitors ongoing operations to make sure they are consistent with the mission and meet laws. The board is responsible for hiring the School Leader. The School Leader is in charge of daily operations and works closely with the board to map strategic direction in order to accomplish the mission. The School Leader is charged with hiring the rest of the staff. The School Leader is supported by the Student Support Coordinator, Director of Operations, and Dean of Culture. The Student Support Coordinator holds a high role in the ARISE Academy Organization as we seek to include and respect all learners. Our teachers will be empowered, working closely with the Student Support Coordinator, to take ownership in the curriculum. As evidenced by our teaching schedules, we seek to work cross grades and in cooperation to make the best decisions for our students. We will be mission driven and seek to draw out the highest level of professionalism from our staff as we work together with the emphasis on making each student successful. The Dean of Culture is a position centered on relationships. The Dean of Culture builds bonds with students, parents and the community. The Director of Operations is responsible for

administrative, financial and logistical operations of the school.

ARISE Academy will not contract with a management company or “Professional Partnership Organization.”

33. Discuss any fee-based commitments for partnerships or other relationships with community organizations or individuals that would enrich the learning opportunities of students in the school. Programs and partnerships that are described elsewhere in the Application should be documented by providing evidence and intent of services to be provided to the school. Evidence of support may include letters of intent, memoranda of understanding, and/or contracts. Response should clearly indicate the purpose, scope of services, and how the partnership supports the overall mission, school philosophy and education program.

See Optional Attachment B

34. Provide a staffing chart for the school. The staffing chart should indicate Instructional and Non-Instructional personnel. Identify the number of classroom teachers, teaching aides or assistants, as well as any specialty teachers. Also, include details regarding the support and operational staff.

See Mandatory Attachment H

35. Provide qualifications, credentials and resume of School Leader candidate. If School Leader has not been selected, identify the qualifications and experience level sought for School Leader.

Mr. Shahan has six years of varied educational experiences in both regular and special Education. He has taught in self contained, inclusion and regular settings in Atlanta, New York and Guatemala.

Mr. Shahan served as the Learning Specialist for KIPP STAR College Prep Charter School in Harlem, NY – one of the highest performing public schools in the city of New York. Andrew designed and oversaw a completely inclusive special education program. KIPP STAR consistently out-performed district, city, and state school averages on achievement tests. Mr. Shahan built individualized plans for students in order that they could achieve progress and success in a rigorous, “no excuses”, college preparatory academic program. Serving as advocate for students and using multiple intervention strategies, Mr. Shahan achieved 100% participation for all his students in regular KIPP STAR classrooms. Mr. Shahan’s deep knowledge and experience with the “at-risk / high needs” learner has allowed him to continually raise the student achievement levels of at-risk youth.

At KIPP STAR in Harlem Mr. Shahan saw a great need to understand and service students with limited English proficiency. Mr. Shahan sought opportunities to further understand the Limited English Proficient learner and strategies to increase achievement. His search lead him to the American School of Guatemala, a bilingual institutional, where he would become head of learning support for the upper school. Mr. Shahan helped, once again, to create and implement a completely inclusive setting for all students that is still in use today and achieving great results. While coordinating support services for students at the American School of Guatemala students in his programs consistently outperformed their peers on the Stanford achievement test.

Mr. Shahan has a BA from Oglethorpe University; a MEd in Interrelated Special Education from North Georgia College and State University and is currently pursuing a doctoral degree in Educational Leadership. Mr. Shahan is also a former collegiate tennis player and coach.

Andrew Shahan

7200 Oak Street
New Orleans, LA 70118
504 520 9245

Objective To passionately raise the academic, social and physical level of each student at ARISE Academy to succeed in high school, college, and the world beyond

Education

B.A. (Psychology)- Oglethorpe University May 5, 2000
M.Ed (Interrelated Special Education)-
North Georgia College and State University May 7, 2003

Experience

School Founder

ARISE Academy

July 2008 - Pres

- Leadership, operational and instructional training to commence a high performing urban charter school

PAE and EXCEL Teacher

American School of Guatemala

August 2006- June 2008

- Provided inclusion services to Fourth and Fifth Grade Students
- Enriched the learning experience of students

Learning Specialist

KIPP STAR College Prep Charter School

July 2004- June 2006

- Collaborating with subject teachers to accommodate, modify, intervene and implement individualized strategies to ensure the success of all students
- Testing students for learning styles and coordinated instruction cross curriculum for optimal learning
- Actively monitored and implemented all IEP's

Special Education Teacher

New York City Board of Education

August 2003- July 2004

- Assessed, Planned and Implemented Individual Education Plans

Special Education Teacher

Fulton County Board of Education

July 2002- June 2003

- Planned and Implemented Interventions for students in crisis: emotionally and academically
- Structured environment for stability and focus on learning

Affiliations

CEC- Council for Exceptional Students

USPTR- United States Professional Tennis Registry

EXCELSIOR- Teaching Organization which recruits highly qualified teachers

36. Specify plans for leadership and staff recruitment, selection, development and evaluation for the proposed charter school. Explain how the nonprofit governing board and school administration would handle unsatisfactory leadership/staff performance, as well as leadership/staff changes and turnover.

Recruitment

The School Leader will be the head of the school, managing all school operations and hiring all staff. Job postings will be advertised by mass e-mail to networks of the founding team, with a special focus on reaching every high performing charter organization in the country – especially those on which our school design is based, most notably KIPP, Achievement First, and Uncommon Schools. In addition to an extensive networked search, we have begun posting job descriptions on several major websites, including Teach for America's Office of Career and Civic Opportunities, Idealist, Craig's List, local university websites, Harvard Education website and listserves, etc. We also plan to meet with career offices of major local education universities to inform them about our new school and utilize recruitment postings at universities, including Xavier, Dillard, Tulane, UNO, LSU, Loyola, Xavier. Moreover, we will advertise in the Times Picayune and attend local job fairs that may have teacher candidates attending. ARISE Academy will also work closely with teachNOLA and Teach For America, two high-quality suppliers of teaching candidates.

Selection

By January, ARISE Academy's school leader will have undergone a daylong intensive training on selection and interviewing. The training will be led by Lisa Daggs, the former Chief of Staff of KIPP. During the training, the school leader will be introduced to the best practices of hiring, including specific interview questions and techniques, evaluating sample lesson plans, and following-up with references. Additionally, Ms. Daggs or another NSNO staff member will be available to sit-in on interviews to provide expert consultation.

Development

Please refer to question 5 in the instructional program section for professional development for teachers, as well question 31 of this section for professional development of school leader.

Evaluation

School Leader

The School Leader will be evaluated annually by the Board according to the following criteria.

1. Student academic achievement as indicated by standardized test scores
2. School organizational viability, including financial health and ongoing parental demand
3. Demonstrated organizational growth, including professional development and improvements in systems and infrastructure
4. Acquisition and retention of outstanding faculty
5. Progress towards goals outlined in the charter application, the school's accountability plan and any other strategic goals set by the Board and the School Leader
6. Effectiveness in working with the board

Teachers

ARISE Academy requires teachers to set goals for their own teaching and reflect on their own practice as

well as coach one another on best practices around content delivery, classroom management, student relationships, planning, and preparation.

ARISE Academy will establish clearly defined criteria for performance reviews that include:

- 1 Commitment to ARISE Academy's mission and goals;
2. Successful implementation of the curriculum and educational philosophy,
- 3 High level of professionalism;
- 4 High level of accomplishment; and
- 5 Effective participation in ARISE Academy's professional development and team meetings

Tools to be used in the evaluation process include:

1. Written evaluations based on classroom observations;
- 2 Self-evaluation completed by teacher being evaluated;
- 3 Student performance on major assessments; and
- 4 Feedback from parents.

Those teachers failing to adhere to the guidelines outlined above and/or failing to meet the specifications of the evaluation plan, will be subject to dismissal or may not have their employment renewed.

Unsatisfactory Performance

Because academic performance is the central driving force of the school, ARISE Academy is very intentional about its responses to unsatisfactory employee performance. Key to its response is an overarching philosophy that participation as a professional staff member at the school is tied inextricably to *performance* and not to tenure, experience, or other considerations. Every member of the professional staff is on the staff exclusively because of their demonstrated capacity to participate in meaningful, measurable ways to the ongoing success of the school. There is no room on ARISE Academy staff for individuals who are unable to make those meaningful and measurable contributions. The founding board is deeply committed to acting swiftly and decisively when a staff member demonstrates unsatisfactory performance.

When a staff member manifests unsatisfactory performance, that staff member's direct supervisor will provide immediate, direct, and written feedback to the effect of informing the staff member of their underperformance and setting up an urgent meeting to discuss next steps. The results of the subsequent in person meeting, which will whenever possible include the School Leader and the staff person's direct supervisor will be a detailed and specific action plan with clearly defined time targets for addressing all elements of underperformance.

Should that staff member fail to meet the goals as outlined in the action plan, the School Leader and the staff member's direct supervisor will explore other options including, but not limited to, the creation of a further action plan and/or dismissal.

This procedure applies to administrators as well as teachers. For the School Leader, the Board Chair will be the primary point person in continually monitoring the work of the School Leader and the performance of school as a whole. Should the Board Chair observe any issues of concern regarding the performance of the School Leader and/or of the school, he or she will call an emergency meeting of the Board and immediately enter executive session to discuss the issue(s) and if necessary develop a short-term action plan to immediately address the problems in an expedient fashion. Should the School Leader be unable to make satisfactory progress towards meeting the objectives outlined in the action plan, the Board Chair along with the entire Board of Directors will explore other methods and avenues directed towards ameliorating the issues, which might include dismissing the School Leader.

Any decision involving a personnel change will be deeply considered and made only if it is the only clear alternative to remedying a situation which is hindering the school's ability to meet its mission. Because of the school's commitment to accountability and performance, continuing staff members, though concerned, to be sure, will not be excessively negatively impacted by a change in staff or in leadership during the ongoing operations of the school. Teachers will instead see such transitions as affirmations of the school's fundamental commitment to ensuring that the school prepares each of its students for success in high school and college.

37. Attach a copy of the proposed school personnel policy regarding teachers. Include the school's plan to ensure that teachers are state certified as provided by law and in compliance with highly qualified personnel under NCLB. Also include:

See Mandatory Attachment I

38. Develop a chart that fully describes the school's start-up plan and timeline; the timeline should provide responsible parties and activities that will be required to implement this school plan from approval to opening (January – August/September 2009).

Board Development and Governance	Resources	Due Date
Create calendar of monthly board meetings	SL	September
Hold monthly board meetings	SL and BC	Ongoing
Conduct criminal background check for all board members	SL	March
Obtain Director's and Officers Insurance	SL	January
Approve final version of year 1 and 5 year budget	BOD	May
Approve Student and Parent handbook for school	BOD	May
Approve HR manual	BOD	May
Approve financial policies and procedures manual	BOD	May
Set management goals for school leader for year 1	BC	July
Develop process for reporting progress relative to goals to the board	SL and BC	July
Establish committees	SL and BC	February
Define goals for each committee	BC	May
Establish regular board meeting time, agenda template and process to ensure compliance with open meeting laws	BC	January
Ensure all board members attend all meetings, retreats and NSNO training sessions	BC	Ongoing
Instructional		
Finalize all instructional staff job descriptions	SL	January
Recruit and select all instructional staff	SL	June
Create plan to ensure all instructional programs are aligned with mission and values of school	SL	May
Develop college prep standards for each grade level served	SL	May
Create scope and sequence	SL	May
Translate standards into specific student work expectations	SL	May
Determine school wide behavioral expectations	SL	May

Define expectations for all common student behaviors (lining up, classroom transitions, bathroom use, celebrations, rewards and consequences)	SL	May
Determine lesson plan expectations	SL	May
Determine homework norms	SL	May
Determine grading system	SL	July
Determine school wide instructional expectations and practices	SL	May
Write student and family handbook	SL	April
Write staff handbook	SL	April
Create staff culture binder defining all instructional routines and systems to support mission and values	SL	May
Determine curriculum review process and plan for creating units of instruction	SL	May
Finalize and purchase supplemental curriculum selections	DO	May
Design staff pre-service including time to build staff culture, discuss curriculum plans, work on long-term plans	SL	June
Create interim assessments	SL	July
Create process for analyzing interim assessment data	SL	July
Create training for staff on using data to create action/re-teach plans	SL	July
Determine classroom purchasing needs (furniture, supplemental materials, manipulatives, rugs, technology etc)	DO	May
Attend all special education training workshops sponsored by the LA DOE and/or NSNO	SL	Ongoing
Identify special ed population	SL	August
Contract with special ed providers	SL and DO	August
Create ongoing staff professional development plan	SL	July
Create teacher observation and feedback process	SL	July
Create staff evaluation and development process	SL	July
Operational		
Apply for employer identification number from federal government	SL	September
Obtain 501(c)3 status	SL	September
Open bank accounts	SL	January
Select payroll vendor	SL	January
Finalize job descriptions for non-instructional staff	SL	December
Recruit and select Director of Finance and Operations (DFO)	SL	March
Create student recruitment strategy	SL	January
Define enrollment policy and timeline	SL	January
Recruit students; hold lottery if necessary	SL and DO	Follow common application timeline
Create system to track students throughout recruitment process	SL	January
Create benefits package for school employees (including but not limited to health, dental, vision, long term disability, short term disability and retirement plan)	DO	May

Get trained on JPAMS	DO	June
Conduct criminal background checks on all new staff	DO	Ongoing
Attend all RSD and LA DOE sponsored charter leader meetings	SL	Ongoing
Select transportation vendor	DO	May
Create transportation plan	DO	July
Review and finalize RSD shared services agreement	SL and DO	June
Sign facility usage agreement with RSD	SL and DO	June
Once facility placement is determined create neighborhood outreach strategy	DO	March
Execute on outreach plan	SL and DO	Ongoing
Create facility usage plan	DO	June
Create security plan for facility	DO	June
Create emergency management plan	DO	July
Select key vendors and place orders (including but not limited to textbooks, instructional supplies, uniforms, furniture)	DO	May
Select food service provider	DO	July
Obtain documentation for state	DO	July
Create and implement year 1 tech plan	DO	June
Create plan for move into facility	DO	June
Create plan for using common space to support school culture (college pennants, values, quotes etc for walls)	SL and DO	June
Comply with all LA DOE and RSD requests	DO	On-going
Financial		
Hire Director of Finance and Operations (DFO)	SL	March
Open bank accounts	SL	January
Select payroll vendor	SL/DO	January
Research and select accounting firm to conduct audit	DO	March
Finalize year 1 and 5 year budgets	SL and DO	May
Select accounting software	DO	March
Receive training on accounting software	DO	March
Ensure proper fund accounting systems are in place	DO	March
Develop proper filing systems	DO	March
Create internal controls process to ensure proper segregation of duties	DO	March
Establish regular review process and checkpoints	DO	March
Determine regular financial reporting to board	SL and BC	January
Identify tax requirements and timelines	SL	January
Apply for credit card for school	SL	January
Research options for securing line of credit	DO	March
Obtain line of credit	DO	April
Research requirements to begin receiving state funding	DO	June
Complete Electronic Funds Transfer Enrollment Form	DO	May
Provide information to RSD for payment by electronic transfer	DO	May
Comply with all state financial requests	DO	Ongoing
Fundraising/Grant Applications		

Complete and submit Walton Family Foundation Grant Application	SL	March
Complete and submit application for NSNO Start-up Grant	SL	March
Create fundraising plan	SL and BOD	January
Create plan to engage “friends of school”	SL and BOD	January
Determine requirements, timeline and application process for PCSP grant	DO	March
Write PCSP application	DO	March
Review and submit PCSP application	DO	April
Develop BOD fundraising committee	BC	February

Resources:

School Leader= SL

Board Chair= BC

BOD= Board of Directors

DO= Director of Operations

39. Provide the cost structure for the services listed below and the company and/or organization providing service; indicate service provider’s relative experience in service delivery and relevant qualifications.

a. Describe the school’s plan for transportation.

ARISE Academy will provide transportation services for enrolled students in accordance with all applicable law and regulation. While ARISE Academy anticipates providing transportation services through the RSD negotiated contract, the school reserves the right to issue it own RFP to solicit bids for transportation if ARISE Academy determines it is in the best interest of the school for any reason. Any RFP issued and contract signed will comply with all applicable law and regulation.

Cost Structure:

At present, Laidlaw Education Services charges RSD based on the number of bus routes at a rate of \$300 per bus route per day.

Company Providing Services:

Currently RSD has contracted with

Laidlaw Education Services
55 Shuman Blvd, Suite 400
Naperville, IL 60563

Experience and Qualifications of Service Provider

Laidlaw Education Services has provided school transportation services since 1979 and in the last 28 years has grown into the largest private contractor of student transportation services in North America. Currently Laidlaw serves 1,000 school districts, safely transporting 2 million students daily.

Choice of vendor if ARISE Academy chooses to go outside of the RSD contract will depend on references, reputation, costs, service menu, and reporting as well as other factors

Alternative Service Provider:

Berry Services Inc.
P.O. Box 74078
Metairie, LA 70033-4078

Experience and Qualifications of Service Provider

Berry Services Inc. has provided school transportation services since 1990 in the Greater New Orleans area. The company is currently operating over 50 buses, and services several charter schools in New Orleans. Berry Services Inc.'s current rates range from \$280 to \$300 per bus route per day.

b. Discuss the school's plan for food service.

ARISE Academy will provide school food services for all enrolled students in accordance with all applicable law and regulation. While ARISE Academy anticipates providing food services through the RSD negotiated contract, the school reserves the right to issue its own RFP to solicit bids for service if ARISE Academy feels it is in the best interest of the school for any reason. Any RFP issued and contract signed will comply with all applicable law and regulation.

Company Providing Services:

Currently RSD has contracted with

Sodexo School Services
5130 Deer Valley Court
Pace, FL 32571

Cost Structure:

Currently Sodexo School Services charges RSD based on the number of meals it serves on a daily basis. Costs are estimated at \$3.98 per day per student. In its first year of operation ARISE Academy will have 120 students and estimates that on average 85% of students will eat school breakfast and lunch.

Experience and Qualifications of Service Provider:

Sodexo School Services currently provides food services to over 400 school districts and understands that nutrition impacts classroom performance. Sodexo provides food service to the majority of New Orleans public schools and charter schools.

c. Indicate the accessibility and types of health services that will be provided.

ARISE Academy will comply with all law and regulation with regard to the provision of health services to students enrolled in the school. The school anticipates contracting to provide a part-time nurse to satisfy the health needs of our students to the extent dictated by law. This individual or organization will also take responsibility for the creation and maintenance of all student health records and administering medications when necessary.

Administration of Medications

Policies regarding the administration of medication will be developed in accordance with the joint policy.

of BESE and the Louisiana State Board of Nursing which shall include, but not be limited by the following:

Written Orders, Appropriate Containers, Labels and Information

1. Medication shall not be administered to any student without an order from a Louisiana, or adjacent state, licensed physician or dentist, and shall include all information required by BESE policy
2. Medication shall be provided to the school by the parent or guardian in the container that meets acceptable pharmaceutical standards and shall include all information required by BESE policy.
3. Labels of prepackaged medications, when dispensed, shall contain all information required by BESE policy in addition to the regular pharmacy label.

Administration of Medication - General Provisions

1. During the period when the medication is administered, the person administering the medication shall be relieved of all other duties.
2. Except in life-threatening situations, trained, unlicensed school employees may not administer injectable medications.
3. All medications shall be stored in a secured locked area or locked drawer with limited access except by authorized personnel
- 4 Only oral medications, inhalants, topical ointments for diaper rash, and emergency medications shall be administered at school by unlicensed personnel
- 5 Each student shall be observed by a school employee for a period of 45 minutes following the administration of medication. This observation may occur during instruction time
- 6 School medication orders shall be limited to medication which cannot be administered before or after school hours
7. The School Leader shall designate at least two employees to receive training and administer medications in each school.
8. The classroom teacher who is not otherwise previously contractually required shall not be assigned to administer medications to students
- 9 A teacher may request in writing to volunteer to administer medications to his/her own students
10. The administration of medications shall not be a condition of employment of teachers employed subsequent to July 1, 1994
- 11 A regular education teacher who is assigned an exceptional student shall not be required to administer medications

School Nurse

- 1 The school nurse, which will mostly likely be shared with the RSD, shall supervise the implementation of the school policies for the administration of medications in schools to insure the safety, health, and welfare of the students
2. The school nurse shall be responsible for the training, in accordance with all applicable BESE policies, of non-medical personnel who have been designated by the Director of Operations to administer medications in each school.

Parent/Guardian

The parent/guardian who wishes medication administered to his/her student shall provide the following.

- 1 A letter of request and authorization that contains all information required by BESE policy.
- 2 Written orders for all medications to be given at school, including annual renewals at the beginning of the school year.
3. A prescription for all medications to be administered at school, including medications that might ordinarily be available over the counter.
4. A list of all medications that the student is currently receiving at home and school, if that listing is not a

violation of confidentiality or contrary to the request of the parent/guardian or student.

5. A list of names and telephone numbers of persons to be notified in case of medication emergency in addition to the parent or guardian and licensed prescriber.
6. Arrangements for the safe delivery of the medication to and from school in the original labeled container as dispensed by the pharmacist, the medication shall be delivered by a responsible adult
7. Unit dose packaging shall be used whenever possible
8. All aerosol medications shall be delivered to the school in premeasured dosage.
9. No more than a 35 school day supply of medication shall be kept at school.
10. The initial dose of a medication shall be administered by the student's parent/guardian outside the school jurisdiction with sufficient time for observation for adverse reactions

The parent/guardian shall also work with those personnel designated to administer medication as follows:

1. Cooperate in counting the medication with the designation school personnel who receives it and sign a drug receipt form;
2. Cooperate with school staff to provide for safe, appropriate administration of medications to students, such as positioning, and suggestions for liquids or foods to be given with the medication;
3. Assist in the development of the emergency plan for each student,
4. Comply with written and verbal communication regarding school policies,
5. Grant permission for school nurse/physician consultation; and
6. Remove or give permission to destroy unused, contaminated, discontinued, or out-of-date medications according to the school guidelines

Student Confidentiality

All student information shall be kept confidential.

Immunization

As part of maintaining student health records ARISE Academy will follow all applicable law and regulation dictating the need for students to have current immunizations. The Director of Operations will have decision-making power in this regard.

d. Discuss how the school will handle accounting, payroll, and associated back office support.

ARISE Academy will employ a full-time Director of Operations to handle all accounting and associated back office support excluding payroll, which will be outsourced. In addition to the Director of Operation. ARISE Academy will either enlist a pro-bono Certified Public Accountant or contract with a Certified Public Accountant to assist in the training of the Director of Operations before school begins on the specific software that the school chooses to purchase and to work on a consultation basis as accounting related questions come up throughout the year.

Payroll will be outsourced to a reputable company that will also take care of withholdings, tax remittance, and applicable reporting. ARISE Academy will follow all law and regulations in regard to bidding if necessary and will only contract with a company after references have been checked. Choice of vendor will depend on references, reputation, costs, service menu, and reporting as well as other factors.

Potential Company Providing Service

Charter School Business Management
9972 66th Road, Suite 11C
Rego Park, NY 11374

e. Provide an insurance quote/letter of intent that describes the level of insurance coverage that will be obtained. (See *Appendix M* for more information).

See Optional Attachment C

40. Provide a detailed plan for safety and security for students, school facility, and equipment. Include information regarding the type of personnel, technology and/or equipment and policies that will be utilized to ensure a safe environment for students and staff.

ARISE Academy believes that providing a safe and secure environment for students, staff, and community member is essential to student achievement and the fulfillment of ARISE Academy's mission. All safety and security will be provided in accordance with applicable law and regulation

The safety and security plan for ARISE Academy has two main components, an alarm system and an employee, most likely the Dean of Culture, who is responsible for greeting, checking identification, and documenting the arrival of every visitor to the school

While ARISE Academy anticipates providing alarm services through the RSD negotiated contract with Sonitrol of New Orleans, the school reserves the right to issue it own RFP to solicit bids for an alarm system if ARISE Academy feels such action is in the best interest of the school for any reason. Any RFP issued and contract signed will comply with all applicable law and regulation. Currently the Sonitrol contract costs approximately \$85 per alarm system per month and includes the following:

1. Emergency Service 24/7;
2. Routine and emergency services, including the overtime service and repair parts, and
3. Preventative maintenance

Sonitrol (the parent company of Sonitrol of New Orleans) is the third largest security company in North America and has provided school security solutions to the educational community for over 50 years. Currently Sonitrol provides security systems to over 12,000 schools.

All visitors of ARISE Academy will have to present identification and sign-in as they enter the school building. While all doors will be able to be opened from the inside to meet fire law and regulation, only one entrance will be accessible from the outside which will be monitored at all times. The visitor's log will be kept for at least 3 years.

Once a school facility has been finalized, a more detailed school safety plan will be created to fit the needs of our school community. Appropriate authorities will be consulted to assist in the development of the safety plan. Teachers and staff will be trained on the finalized school safety plan and the plan will be posted and circulated as needed to ensure effective implementation.

41. Applicants selected to operate one of the schools identified in this RFA as a Type 5 charter school will operate in the existing school facility. If applicable, please describe any special plans that you have for the use of classrooms, administrative areas, common areas, athletic facilities, etc. Please include costs for facility maintenance in the budget.

As a Transformation school, ARISE Academy will inherit and utilize an existing facility. No major renovations are planned.

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ARISE Academy will not be contracting with an ESP.

52. Complete items 1 thru 4 listed below for the proposed school. Budget forms are included in the Appendix and are provided in excel format at www.louisianaschools.net. Detailed assumptions of the calculations used to estimate revenues and expenditures must be included for each line item. A budget without a full set of stated assumptions is not meaningful. Personnel, equipment, and construction costs that are identified in other sections of this application should be included in the budget forms. Provide documentation for any resources in the school budget that are provided by an outside source; indicate the amount and source of the funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated. Include a letter of commitment detailing the amount and uses for the funding if possible. Due to the inherent delay in receiving initial grant payments, a line of credit may be necessary to resolve cash flow issues during the first months of the fiscal year.

- 1) Budget Form 1: Start-up Budget with Assumptions**
- 2) Budget Form 2: First Year Budget with Assumptions**
- 3) Budget Form 3: First Year Monthly Cash Flow Projection with Assumptions for monthly changes**
- 4) Budget Form 4: Five Year Budget Plan with Assumptions for yearly changes**

See Budget Attachments

53. Describe details regarding how the charter school will comply with the requirement for the performance of fiscal audits.

a) Describe the accounting system/practices that will be utilized including the number and title of financial positions employed.

Financial Management Team

The financial management team of ARISE Academy consists of.

- 1 Board of Trustees
2. Finance/Audit Committee
- 3 School Leader
- 4 Director of Operations

Ultimate fiduciary responsibility of ARISE Academy lies with the Board of Trustees. The Finance/Audit Committee of the Board of Trustees shall be delegated with primary Board-level oversight of school financial matters, as defined by the Board. The Director of Operations of ARISE Academy has the primary responsibility for the execution of all financial matters. All members of the financial management team will work together to make certain that all financial matters of the school are addressed with care, integrity, and in the best interest of ARISE Academy.

Accounting Software

ARISE Academy will choose accounting software and train the Director of Operations on that software to ensure that the books and records are kept accurately and completely. The software will have the capacity to run reports for the School Leader and Board of Directors to review periodically to fulfill their responsibility to provide oversight on the finances of the school.

The Accounting System

The school has established accounting methods to identify, assemble, classify, record and report transactions. The methods are set up to: (1) identify and record all of the organization's transactions, (2) describe the transactions in enough detail to allow classification for financial reporting, and (3) indicate the time period in which transactions occurred in order to record them in the proper accounting period. The

fiscal year is from July 1st to June 30th. The School's audited financial statements must be approved by the School's Board and provided to the appropriate oversight entity according to all applicable requirements. Furthermore, the Board of Trustees approves the School's budgets prior to the beginning of each fiscal year. The budgets are drafted for Board review and approval following the third quarter and prior to the close of the fiscal year.

b) Describe any services that will be obtained from an independent Certified Public Accountant.

ARISE Academy will either enlist a pro-bono independent Certified Public Accountant or contract with an independent Certified Public Accountant to assist in the training of the Director of Operations before school begins on the specific software that the school chooses to purchase and to work on a consultation basis as accounting related questions come up throughout the year.

An annual audit will be performed by an independent Certified Public Accountant or audit firm as consistent with Charter Law. The Finance/Audit Committee will be responsible for contracting with a reputable firm and appropriate bidding will take place as mandated by law.

c) Explain how the financial and accounting plan will be sufficient to:

- provide an accurate accounting of all finances including property;
- provide sufficient information/records for audit purposes;
- be in accordance with generally accepted standards, and
- be in a format such that financial data may be reported accurately in the Annual Financial Report required to be submitted to the Department annually.

The Accounting System

The school has established accounting methods to identify, assemble, classify, record and report transactions. The methods are set up to (1) identify and record all of the organization's transactions, (2) describe the transactions in enough detail to allow classification for financial reporting, and (3) indicate the time period in which transactions occurred in order to record them in the proper accounting period.

The Accounting Cycle

The school's accounting system is designed to accurately process, record, summarize, and report transactions of the organizations

The component bookkeeping cycles fall into one of four primary functions:

Revenue and cash receipts

Key steps in this area include:

- 1 Processing cash receipts
- 2 Making deposits
3. Recording cash receipts in the general ledger and subsidiary records
4. Performing month-end reconciliation procedures
5. Processing general ledger integration for private donations/revenue

Purchases and cash disbursements

Key steps in this area include:

1. Processing purchases (credit card, check, reimbursement)
2. Processing invoices
- 3 Issuing checks
- 4 Recording checks in the general ledger and in cash disbursement journals

5 Performing month-end reconciliation procedures

Payroll

An outside service provider will perform the payroll process. Key steps in this area include:

1. Obtaining and gathering payroll information
- 2 Submitting information to the vendor for processing
- 3 Performing semi-monthly reconciliation
4. Preparing W-2s, the W-3, and other annual payroll tax returns

General Ledger and Financial Statements

Key steps in this area include.

- 1 Preparing monthly journal entries
- 2 Reconciling bank accounts and other general ledger accounts
3. Reviewing general ledger activity and posting adjusting journal entries
- 4 Producing the financial statements
5. Producing the annual budget

The general ledger process consists of posting the period's transactions to accounting software, which produces the financial statements ARISE Academy's Director of Operations will reconcile bank and credit card accounts, payroll, review general ledger and prepare for the annual audit.

Property and Equipment

The school's Director of Operations is responsible for maintaining an inventory of all school equipment and furniture inventory and will account for depreciation based on the School's inventories Depreciation associated with the fixed assets will be calculated based on its useful life and straight-line depreciation method The Director of Operations and the School Leader are responsible for ensuring that accurate inventories are maintained. For example, school laptops are maintained in this inventory list and each employee gets a company-issued laptop for work use

Upon receiving any property that qualifies as a fixed asset, the following is recorded:

Name and description

Serial number, model number, or other identification

Vendor name and acquisition date

Location of the equipment

Purchase Date

Vendor

Disposal Date

Disposal Reason

The Director of Operations performs inventory audits annually

Depreciation policy.

Item	Useful Life
Computers	5 years
Office/Classroom Equipment	5 years
Office/Classroom Furniture	7 years
Leasehold improvements	Life of lease or 5 years, whichever is greater
Musical Instruments	3 years

54. Provide supporting evidence that the budget plans are sound and that the entity is financially viable.

Budgets created for ARISE Academy have been developed by the applicants in consultation with New Schools for New Orleans. The planning committee of the school, which includes the School Leaders and board members, has reviewed and discussed the budget to make sure it accurately reflects the school design of ARISE Academy. This budgeting process capitalizes on available information from individuals who have already been through the process of chartering and opening a school (NSNO) as well as the expertise of individuals outside of education that have experience with budgeting (planning committee).

Numbers in the budget have been estimated based on actual costs of operating and/or opening charter schools to every extent possible. In all budget items, the figures reflect financial providence and good stewardship in order to ensure that the school is viable and financially stable. In the case of revenues, all numbers are based on current information and are held constant across start-up and the first five-year of operation even though there has historically been at least a small annual increase in funding such as Title I and per pupil aid. All expenses have been adjusted to reflect school growth over the first five years of operation and also include a 3% annual increase for inflation, or cost of living in the case of salaries.

Every year in the start-up period as well as the first five years of operation reflects a surplus. Future budgets will also reflect a surplus to ensure that ARISE Academy is a financially viable entity that will be sustainable over time.

55. Describe how the identified school site will accommodate the school at full capacity for a five-year period. If the identified site will not accommodate the school at full capacity for a five-year period, describe plans to meet full capacity space needs.

Given that ARISE Academy will be a transformation school, it will be located at a RSD facility that currently holds a K-8 school; as such, ARISE Academy expects that the school will accommodate all students at full capacity.

56. If the identified site is not an RSD facility or a local school board-owned facility, provide the following details regarding the proposed facility.

Identified site is an RSD facility.

ARISE ACADEMY

Start-Up Budget

Fiscal Year 2008-09

Pre-K Headcount	40	\$43,500 Teachers	0	2 Pre-K Classroom Aides	2
Kindergarten Headcount	40	\$48,000 Teachers	6	2 Kindergarten Aides	1
1st Grade Headcount	20	\$50,000 Teachers	0	4 Teachers	4
2nd Grade Headcount	20	\$53,000 Teachers	0	1 Special Ed Coordinator	1
3rd Grade Headcount	0	\$55,000 Teachers	0	1 Dean of Culture	1
Total Students	120	Total Teachers	6	1 Director of Finance and Operations	1
				Music Teacher, Spanish Teacher	2
				1 Office Manager	1
				Director of Curriculum and Instruction	0
				1 Principals	1
				Total Full Time Staff Members	14

Description	Amount	Assumption
REVENUES		
Start-Up Grants		
Walton Grant	\$ 250,000	
NSNO Incubation Grant	\$ 130,000	
PCSP Title V(b)	\$ -	Will use \$600K in years 1 & 2
NSNO Operations Grant	\$ 25,000	
Other Revenue		
Donations/Contributions	\$ -	
TOTAL REVENUES	\$ 405,000	
EXPENDITURES		
Administrative Expenses		
Principal	\$ 90,000	July 2008-June 2009
Director of Curriculum & Instruction	\$ -	
Director of Finance & Operations	\$ 17,001	3 Mo Contract beginning April 2009 - \$68K/yr
Payroll Taxes	\$ 8,186	
Benefits	\$ 1,200	\$400/month for Ops Director beginning April 2009
Staff Development	\$ 5,000	\$5000/staff for continuing training
Recruiting/Marketing	\$ 10,000	student for fliers, canvassing, etc
Staff Recruiting	\$ 10,000	To offset interviewing and conference costs
Staff Relocation Rel	\$ 10,000	\$1000/relocating 10 staff member
Advertising	\$ 5,000	For newspaper ads, road signs, banners, etc
Total Administrative	\$ 156,387	
Supplies and Equipment		
Instructional Materials	\$ 18,000	\$150/student - Start Up
Office Supplies	\$ 5,000	Start Up
Postage/Printing/Copying	\$ 1,800	\$300/month for six months
Phone System	\$ 2,625	\$175/month for cell phones and data plans
Equipment and Technology	\$ 8,750	\$875/professional staff for laptops
Total Supplies & Equipment	\$ 36,175	
Facility		
Capital Expenditures	\$ -	Major investment purchases
Building Fit-Out	\$ 10,000	Reserve in case of immediate needs
Renovations & Repairs	\$ -	For supplemental upgrades and repairs
Rent/Lease	\$ -	Staff will utilize donated or free space
Fixtures & Furnishings	\$ 10,000	Contingency for unanticipated furniture needs
Utilities	\$ -	Staff will utilize donated or free space
Insurance	\$ 1,700	Six months of Directors and Officer's Insurance
Security	\$ -	
Total Facility	\$ 21,700	
Contractual		
Consultants	\$ 4,000	Stipends for Curriculum & Instruction Consulting
Legal and Accounting	\$ 500	Quickbooks/payroll/bank/web monthly fees
Total Contractual	\$ 4,500	
TOTAL EXPENDITURES	\$ 218,762	
SURPLUS (DEFICIT)	\$ 186,238	

ARISE ACADEMY
Fiscal Year 2009-10
First Year Annual Budget

Description	Amount	Assumption
REVENUES:		
REVENUES FROM LOCAL SOURCES		
Local Per Pupil Aid	\$ 313,600	56% of Total Per Pupil aid of \$7000/student
Local Per Pupil Aid - Pre Kindergarten	\$ 112,000	56% of Total Per Pupil aid of \$5000/student
Food Service	\$ 102,600	60% recovery of food expenditures through reimbursements
Community Service Activities	\$ -	
Other Revenue From Local Sources		
Contributions and Donations	\$ -	
Books and Supplies Sold	\$ -	
Other Miscellaneous Revenues	\$ -	
(additional function codes may need to be added)		
TOTAL REVENUES FROM LOCAL SOURCES	\$ 528,200	
REVENUE FROM STATE SOURCES		
Unrestricted Grants-In-Aid		
State Per Pupil Aid	\$ 246,400	44% of Total Per Pupil aid of \$7000/student
State Per Pupil Aid - Pre Kindergarten	\$ 88,000	44% of Total Per Pupil aid of \$5000/student
Restricted Grants-In-Aid		
Education Support Fund (Bg)	\$ -	
PIP	\$ -	
Other Restricted Revenues	\$ -	
(additional function codes may need to be added)		
TOTAL REVENUE FROM STATE SOURCES	\$ 334,400	
REVENUE FROM FEDERAL SOURCES		
Unrestricted Grants-In-Aid From the Federal Gov't		
Impact Aid Fund	\$ -	
Restricted Grants-In-Aid From the Federal Gov't		
Other Restricted Grants - Direct	\$ -	
Restricted Grants-In-Aid From Federal Gov't Thru State		
School Food Service	\$ -	
Special Education		
IDEA - Part B	\$ 3,600	\$30/Student Per 2008-09 RSD Allocations
IDEA - Preschool	\$ -	
Other Special Education Programs	\$ 32,400	\$270/Student Per 2008-09 RSD Allocations
No Child Left Behind (NCLB)		
Title I	\$ 120,000	\$1000/Student Per 2008-09 RSD Allocations
Title I Part C - Migrant	\$ -	
Title V Part B - Public Charter School Program	\$ 300,000	\$300K per 1st and 2nd year - PCSP Funding
Title IV - Safe and Drug Free Schools / Comm	\$ -	
Title II - Teacher & Principal Training/Recruiting	\$ 21,600	\$180/Student Per 2008-09 RSD Allocations
Other TASA Programs	\$ -	
Other Restricted Grants through State	\$ -	
Revenue For/On Behalf of the LEA		
Value of USDA Commodities	\$ -	
(additional function codes may need to be added)		
TOTAL REVENUE FROM FEDERAL SOURCES	\$ 477,600	
Other Sources of Funds (Provide Detail)		
Wallon Family Foundation Grant		
Carry over from Start-Up	\$ 166,238	
TOTAL REVENUES AND OTHER SOURCES OF FUNDS	\$ 1,536,438	
EXPENDITURES		
I. INSTRUCTION		
A. Regular Programs - Elementary/Secondary		
Salaries		
Teachers	\$ 288,000	
Aides	\$ 75,000	
Substitute Teachers and Aides	\$ -	
Purchased Professional and Technical Services	\$ -	
Repairs and Maintenance Services	\$ -	
Travel Expense Reimbursement	\$ -	
Instructional Supplies		
Materials and Supplies (e.g., printed report cards)	\$ 6,000	\$1000/teacher (consistent with high performing charter schools)
Textbooks/Workbooks	\$ 60,000	\$500/student (\$150/student included in Start Up Budget)
Equipment	\$ 3,000	Classroom Equipment at \$500/teacher
Miscellaneous Expenditures	\$ 7,200	Student Uniforms at \$50/student
Group Health Insurance	\$ 36,300	10% of Payroll as market insurance estimate
Social Security	\$ 22,506	6.2% of Payroll
Medicare	\$ 5,284	1.45% of Payroll
Employer's Contribution to Retirement	\$ 14,520	Maximum employer contribution to 403(b) plan
Unemployment Compensation	\$ 1,815	5% of gross payroll
Worker's Compensation	\$ 4,320	1.19% of gross payroll
TOTAL A. Regular Program Expenditures	\$ 523,924	
B. Special Education Programs (including Summer & Preschool) & Gifted/Talented Programs		
Salaries		
Teachers	\$ 80,000	
Therapists (OT, PT, Speech, etc.)	\$ -	
Aides	\$ -	
Substitute Teachers and Aides	\$ -	
Purchased Professional and Technical Services	\$ 20,000	Speech/Language, Occupational Therapy, Contracted Service
Repairs and Maintenance Services	\$ -	
Travel Expense Reimbursement	\$ -	PD travel reimbursement
Instructional Supplies		
Materials and Supplies	\$ 1,000	\$1000/teacher (consistent with high performing charter schools)
Textbooks/Workbooks	\$ 4,000	\$250/student - 16 students
Equipment	\$ 250	Classroom Equipment at \$250/teacher
Miscellaneous Expenditures	\$ -	
Group Health Insurance	\$ 5,000	10% of Payroll as market insurance estimate

ARISE ACADEMY
Fiscal Year 2009-10
First Year Annual Budget

Description	Amount	Assumption
Social Security	\$ 3,100	6.2% of Payroll
Medicare	\$ 725	1.45% of Payroll
Employer's Contribution to Retirement	\$ 2,000	Maximum employer contribution to 403(b) plan
Unemployment Compensation	\$ 250	5% of gross payroll
Workmen's Compensation	\$ 595	11.9% of gross payroll
TOTAL B. Special Education Programs	\$ 68,820	
C. Other Instructional Programs (Vocational Ed., Special Programs, Adult Ed., and Other Programs)		
Salaries		
Teachers	\$ 96,000	Music Teacher \$48K, Spanish Teacher \$48K
Aides	\$ -	
Substitute Teachers and Aides	\$ -	
Purchased Professional and Technical Services	\$ -	
Repairs and Maintenance Services	\$ -	
Travel Expense Reimbursement	\$ -	
Instructional Supplies	\$ -	
Materials and Supplies	\$ 2,000	\$1000/teacher
Textbooks/Workbooks	\$ 6,000	\$25/student
Furniture and Equipment	\$ 2,500	Instruments
Miscellaneous Expenditures	\$ -	
Group Health Insurance	\$ 9,600	10% of Payroll as market insurance estimate
Social Security	\$ 5,952	6.2% of Payroll
Medicare	\$ 1,392	1.45% of Payroll
Employer's Contribution to Retirement	\$ 3,840	Maximum employer contribution to 403(b) plan
Unemployment Compensation	\$ 480	5% of gross payroll
Workmen's Compensation	\$ 1,142	11.9% of gross payroll
(Additional object codes may need to be added)	\$ -	
C TOTAL Other Instructional Programs	\$ 128,808	
TOTAL I. INSTRUCTION	\$ 758,751	
II. SUPPORT SERVICES PROGRAMS		
A. Pupil Support Services		
Child Welfare and Attendance Svcs. (Superintendent/Secretary)	\$ 50,000	Dean of Culture
Guidance Services (Guidance Counselor)	\$ -	
Health Services (Nurse)	\$ 19,000	School Nurse shared with school - \$100/day for 190 days
Pupil Assessment and Appraisal Services	\$ 5,000	Contracted appraisals (vision/hearing screenings)
Group Health Insurance	\$ 6,000	10% of Payroll as market insurance estimate
Social Security	\$ 3,100	6.2% of Payroll
Medicare	\$ 725	1.45% of Payroll
Employer's Contribution to Retirement	\$ 2,000	Maximum employer contribution to 403(b) plan
Unemployment Compensation	\$ 250	5% of gross payroll
Workmen's Compensation	\$ 595	11.9% of gross payroll
(Additional object codes may need to be added)	\$ -	
TOTAL A. Pupil Support Services	\$ 85,870	
B. Instructional Staff Services		
Salaries of Directors, Supervisors, Coordinators, etc.	\$ -	Director of Curriculum & Instruction
Instruction and Curriculum Development Services	\$ -	
Travel & Mileage Expense Reimbursement	\$ 1,800	\$300/teacher for school visits, ongoing trainings, etc.
Instructional Staff Training Services	\$ 15,000	professional development & curriculum development services
School Library Services	\$ -	
Group Health Insurance	\$ -	10% of Payroll as market insurance estimate
Social Security	\$ -	6.2% of Payroll
Medicare	\$ -	1.45% of Payroll
Employer's Contribution to Retirement	\$ -	Maximum employer contribution to 403(b) plan
Unemployment Compensation	\$ -	5% of gross payroll
Workmen's Compensation	\$ -	11.9% of gross payroll
Certification Reimbursement	\$ -	\$1500/uncertified teacher
TOTAL B. Instructional Staff Services	\$ 16,800	
C. General Administration		
Board of Directors		
Legal Services	\$ -	
Purchased Professional and Technical Services	\$ -	For continuing board training
Audit Services	\$ 10,000	For annual independent audit
Insurance (Other than Emp. Benefits)	\$ 8,000	Directors & Officers and other required organizational insurance
Advertising	\$ -	
Travel/Mileage (Board of Directors)	\$ -	
Dues and Fees	\$ -	
Judgements	\$ -	
(Additional object codes may need to be added)	\$ -	
TOTAL C. General Administration	\$ 18,000	
D. School Administration		
Salaries		
School Leader	\$ 90,000	
Assistant Principals	\$ -	
Clerical/Secretarial	\$ 35,000	Office Manager
Purchased Professional and Technical Services	\$ -	
Repairs and Maintenance Services	\$ -	
Rental of Equipment and Vehicles	\$ 8,500	Copier lease at \$8500/year based on other NOLA charters
Telephone and Postage	\$ 4,500	Cell phones @ \$125/month for 3 administrative staff
Travel Expense Reimbursement	\$ 2,000	Covers travel to conferences, school visits and meetings
Materials and Supplies	\$ 12,000	\$1000/month for 12 months
Furniture and Equipment	\$ 2,800	\$200/staff member
Dues and Fees (Southern Association, etc.)	\$ 1,000	For licenses, subscriptions, etc.
Miscellaneous Expenditures	\$ -	
Group Health Insurance	\$ 12,500	10% of Payroll as market insurance estimate
Social Security	\$ 7,750	6.2% of Payroll

ARISE ACADEMY
Fiscal Year 2009-10
First Year Annual Budget

Description	Amount	Assumption
Medicare	\$ 1,813	1.45% of Payroll
Employer's Contribution to Retirement	\$ 5,000	Maximum employer contribution to 403(b) plan
Unemployment Compensation	\$ 625	.5% of gross payroll
Workmen's Compensation	\$ 1,488	1.19% of gross payroll
<i>(additional object codes may need to be added)</i>		
TOTAL D. School Administration	\$ 184,975	
E. Business Services		
80 Fiscal Services (Internal Auditing, Budgeting, Payroll, Financial and Property Accounting, etc.)		
Salaries	\$ 62,000	Finance and Operations Manager
Purchased Professional and Technical Services	\$ 5,000	For ongoing accounting consultation @ \$500/month
Technical Services (Bank Charges, payroll fee)	\$ 2,760	Bank \$30/month, payroll \$200/month
Repairs and Maintenance Services	\$ -	
Rental of Equipment and Vehicles	\$ -	
Postage	\$ 3,000	\$250/month
Advertising	\$ -	
Travel Expense Reimbursement	\$ 1,000	For travel to conferences and other meetings
Materials and Supplies	\$ 1,000	Check stock, envelopes and filing supplies
Equipment	\$ -	
Interest (short-term loans)	\$ -	
Miscellaneous Expenditures	\$ 240	For Quickbooks
Group Health Insurance	\$ 6,200	market insurance estimate
Social Security	\$ 3,844	8.2% of Payroll
Medicare	\$ 889	1.45% of Payroll
Employer's Contribution to Retirement	\$ 2,480	Maximum employer contribution to 403(b) plan
Unemployment Compensation	\$ 310	.5% of gross payroll
Workmen's Compensation	\$ 738	1.19% of gross payroll
TOTAL E. Business Services	\$ 88,471	
F. Operation and Maintenance of Plant Services		
Salaries (Custodians, Security, Grounds Patrol)	\$ -	
Purchased Professional and Technical Services	\$ 5,000	Security system @ \$5000/year
Rental of Equipment and Vehicles	\$ -	
Rental of Land	\$ -	
Materials and Supplies	\$ 2,000	School Signage
Gasoline	\$ -	
Equipment	\$ -	
Miscellaneous Expenditures	\$ -	
Operating Buildings	\$ -	
Building Rental/Lease	\$ -	Building provided rent free by RSD
Water/Sewage	\$ 8,000	Estimate from operating NOLA charter schools
Disposal Services	\$ 8,000	Estimate from operating NOLA charter schools
Custodial Services	\$ 30,000	Estimate from operating NOLA charter schools
Repairs and Maintenance Services	\$ 10,000	Estimate from operating NOLA charter schools
Property Insurance	\$ 6,000	
Telephone	\$ 3,600	\$50/month per teacher
Natural Gas and Electricity	\$ 40,000	Estimate from operating NOLA charter schools
Care and Upkeep of Grounds	\$ 7,488	Grounds maintenance (Sodexo) \$72 per acre for 52 weeks
Care and Upkeep of Equipment	\$ -	
Vehicle Operation and Maintenance	\$ -	
Group Health Insurance	\$ -	
Social Security	\$ -	
Medicare	\$ -	
Employer's Contribution to Retirement	\$ -	
Unemployment Compensation	\$ -	
Workmen's Compensation	\$ -	
<i>(additional object codes may need to be added)</i>		
TOTAL F. Operation & Maintenance of Plant Services	\$ 118,088	
G. Student Transportation Services		
Purchased Professional and Technical Services	\$ 114,000	\$300/routes/day - 2 buses for 180 days
Regular Transportation Services		
Salaries (Bus Driver & Substitutes)	\$ -	
Repairs and Maintenance Services	\$ -	
Payments in Lieu of Transportation	\$ -	
Fleet Insurance	\$ -	
Materials and Supplies	\$ -	
Gasoline/Diesel	\$ -	
Equipment	\$ -	
Miscellaneous Expenditures	\$ -	
Group Health Insurance	\$ -	
Social Security	\$ -	
Medicare	\$ -	
Employer's Contribution to Retirement	\$ -	
Unemployment Compensation	\$ -	
Workmen's Compensation	\$ -	
<i>(additional object codes may need to be added)</i>		
TOTAL G. Student Transportation Services	\$ 114,000	
H. Central Services		
Planning, Research, Development, and Evaluation Svcs.		
Purchased Professional and Technical Services	\$ -	
Fingerprinting and Background Check	\$ 700	\$50/staff
Advertising	\$ -	
Data Processing Services	\$ 10,000	JPAMS for SIS via RSD
Group Health Insurance	\$ -	
Social Security	\$ -	
Medicare	\$ -	
Employer's Contribution to Retirement	\$ -	
Unemployment Compensation	\$ -	

ARISE ACADEMY
Fiscal Year 2009-10
First Year Annual Budget

Description	Amount	Assumption
Workman's Compensation	\$ -	
TOTAL II. Central Services	\$ 10,700	
TOTAL II. SUPPORT SERVICE EXPENDITURES	\$ 635,764	
III. OPERATION OF NON-INSTRUCTIONAL SERVICES		
A. Food Service Operations		
Salaries	\$ -	
Purchased Property Services	\$ -	
Food Service Management	\$ 114,000	\$5.00/student/day, 190 school days
Travel Reimbursement & Mileage	\$ -	
Materials and Supplies	\$ -	
Energy (Gas, Electricity, etc.)	\$ -	
Technical Services	\$ -	
Food (Purchased & Commodities)	\$ -	
Telephone and Postage	\$ -	
Equipment	\$ -	
Group Health Insurance	\$ -	
Social Security	\$ -	
Medicare	\$ -	
Employer's Contribution to Retirement	\$ -	
Unemployment Compensation	\$ -	
Workman's Compensation	\$ -	
<i>(additional object codes may need to be added)</i>		
TOTAL A. Food Service Operations	\$ 114,000	
B. Community Service Operations (e.g. 4-H programs)		
Salaries	\$ -	
Materials and Supplies	\$ -	
Group Health Insurance	\$ -	
Social Security	\$ -	
Medicare	\$ -	
Employer's Contribution to Retirement	\$ -	
Unemployment Compensation	\$ -	
Workman's Compensation	\$ -	
<i>(additional object codes may need to be added)</i>		
TOTAL B. Community Service Operations	\$ -	
TOTAL III. OPERATION OF NON-INSTRUCTIONAL SERVICE EXPENDITURES	\$ 114,000	
IV. FACILITY ACQUISITION AND CONSTRUCTION SVCS		
Architect/Engineering Services	\$ -	
Construction Services	\$ -	
Building Improvements - Renovate/Remodel	\$ -	
Equipment	\$ -	
Repairs and Maintenance Services	\$ -	
<i>(additional object codes may need to be added)</i>		
TOTAL IV. FACILITY ACQUISITION AND CONSTRUCTION SERVICE EXPENDITURES	\$ -	
V. DEBT SERVICE		
Debt Service	\$ -	
Banking Services	\$ -	
Interest (long-term)	\$ -	
Redemption of Principal	\$ -	
Miscellaneous Expenditures	\$ -	
<i>(additional object codes may need to be added)</i>		
TOTAL V. DEBT SERVICE	\$ -	
TOTAL I-V ALL EXPENDITURES	\$ 1,489,454	
VI. OTHER FINANCING USES		
Other Uses of Funds <i>(provide detail)</i>	\$ -	
TOTAL VI. OTHER FINANCING SOURCES (USES)	\$ -	
EXCESS (DEFICIENCY) OF REVENUE AND OTHER SOURCES OVER EXPENDITURES AND OTHER USES	\$ 36,884	

Excess (Deficiency) of Revenues over Expenditures	\$ 36,884
Fund Balance at Beginning of Year	
Fund Balance at End of Year	\$ 36,884

Description	Amount	July	August	September	October	November	December	January	February	March	April	May	June
REVENUES													
REVENUES FROM LOCAL SOURCES													
Local Per Pupil Aid	\$ 918,600	\$26,133	\$26,133	\$26,133	\$26,133	\$26,133	\$26,133	\$26,133	\$26,133	\$26,133	\$26,133	\$26,133	\$26,133
Local Per Pupil Aid - Pre Kindergarten	\$ 112,000	\$9,333	\$9,333	\$9,333	\$9,333	\$9,333	\$9,333	\$9,333	\$9,333	\$9,333	\$9,333	\$9,333	\$9,333
Food Service	\$ 102,600	\$8,550	\$8,550	\$8,550	\$8,550	\$8,550	\$8,550	\$8,550	\$8,550	\$8,550	\$8,550	\$8,550	\$8,550
Community Service Activities	\$ -												
Other Revenue From Local Sources													
Contributions and Donations	\$ -												
Books and Supplies Sold	\$ -												
Other Miscellaneous Revenues	\$ -												
(Additional function codes may need to be added)													
TOTAL REVENUES FROM LOCAL SOURCES	\$ 528,200	\$ 44,017	\$ 44,017	\$ 44,017	\$ 44,017	\$ 44,017	\$ 44,017	\$ 44,017	\$ 44,017	\$ 44,017	\$ 44,017	\$ 44,017	\$ 44,017
REVENUE FROM STATE SOURCES													
Unrestricted Grants-In-Aid													
State Per Pupil Aid	\$ 246,400	\$20,533	\$20,533	\$20,533	\$20,533	\$20,533	\$20,533	\$20,533	\$20,533	\$20,533	\$20,533	\$20,533	\$20,533
State Per Pupil Aid - Pre Kindergarten	\$ 88,000	\$7,333	\$7,333	\$7,333	\$7,333	\$7,333	\$7,333	\$7,333	\$7,333	\$7,333	\$7,333	\$7,333	\$7,333
Restricted Grants-In-Aid													
Education Support Fund (Bq)	\$ -												
PIP	\$ -												
Other Restricted Revenues	\$ -												
(Additional function codes may need to be added)													
TOTAL REVENUE FROM STATE SOURCES	\$ 334,400	\$ 27,867	\$ 27,867	\$ 27,867	\$ 27,867	\$ 27,867	\$ 27,867	\$ 27,867	\$ 27,867	\$ 27,867	\$ 27,867	\$ 27,867	\$ 27,867
REVENUE FROM FEDERAL SOURCES													
Unrestricted Grants-In-Aid From the Federal Gov't													
Impact Aid Fund	\$ -												
Restricted Grants-In-Aid From the Federal Gov't													
Other Restricted Grants - Direct	\$ -												
Restricted Grants-In-Aid From Federal Gov't Thru State													
School Food Service	\$ -												
Special Education								\$0			\$0		
IDEA - Part B	\$ 3,600							\$2,700			\$900		
IDEA - Preschool	\$ -												
Other Special Education Programs	\$ 32,400							\$24,300			\$8,100		
No Child Left Behind (NCLB)													
Title I	\$ 120,000							\$90,000			\$30,000		
Title I, Part C - Migrant	\$ -												
Title V, Part B - Public Charter School Program	\$ 300,000		\$300,000										
Title IV - Safe and Drug Free Schools / Comm.													
Title II - Teacher & Principal Training/Recutting	\$ 21,600							\$16,200			\$5,400		
Other ISAS Programs	\$ -												
Other Restricted Grants through State													
Revenue For/On Behalf of the LEA													
Value of USDA Commodities	\$ -												
(Additional function codes may need to be added)													
TOTAL REVENUE FROM FEDERAL SOURCES	\$ 477,600	\$ -	\$ 300,000	\$ -	\$ -	\$ -	\$ -	\$ 133,200	\$ -	\$ -	\$ 44,400	\$ -	\$ -
Other Sources of Funds (Provide Detail)													
Wallon Family Foundation Grant													
Carry over from Start-Up	\$ 186,238	\$186,238											
TOTAL REVENUES AND OTHER SOURCES OF FUNDS	\$ 1,526,438	\$ 268,122	\$ 371,883	\$ 71,883	\$ 71,883	\$ 71,883	\$ 71,883	\$ 205,083	\$ 71,883	\$ 71,883	\$ 116,283	\$ 71,883	\$ 71,883
EXPENDITURES:													
I. INSTRUCTION													
A. Regular Programs - Elementary/Secondary													
Salaries													
Teachers	\$ 288,000	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000

Regular Programs (Including Summer & Preschool)			July	August	September	October	November	December	January	February	March	April	May	June
	Aides	\$ 75,000	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250
	Substitute Teachers and Aides	\$ -	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Purchased Professional and Technical Services	\$ -												
	Repairs and Maintenance Services	\$ -												
	Travel Expense Reimbursement	\$ -												
	Instructional Supplies													
	Materials and Supplies (e.g., printed report cards)	\$ 6,000	\$3,000	\$3,000										
	Textbooks/Workbooks	\$ 60,000	\$30,000	\$30,000										
	Equipment	\$ 3,000	\$3,000											
	Miscellaneous Expenditures	\$ 7,200	\$800	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600
	Group Health Insurance	\$ 36,300	\$3,025	\$3,025	\$3,025	\$3,025	\$3,025	\$3,025	\$3,025	\$3,025	\$3,025	\$3,025	\$3,025	\$3,025
	Social Security	\$ 22,608	\$1,876	\$1,876	\$1,876	\$1,876	\$1,876	\$1,876	\$1,876	\$1,876	\$1,876	\$1,876	\$1,876	\$1,876
	Medicare	\$ 6,264	\$439	\$439	\$439	\$439	\$439	\$439	\$439	\$439	\$439	\$439	\$439	\$439
	Employer's Contribution to Retirement	\$ 14,520	\$1,210	\$1,210	\$1,210	\$1,210	\$1,210	\$1,210	\$1,210	\$1,210	\$1,210	\$1,210	\$1,210	\$1,210
	Unemployment Compensation	\$ 1,815	\$151	\$151	\$151	\$151	\$151	\$151	\$151	\$151	\$151	\$151	\$151	\$151
	Workmen's Compensation	\$ 4,320	\$360	\$360	\$360	\$360	\$360	\$360	\$360	\$360	\$360	\$360	\$360	\$360

[illegible]

		July	August	September	October	November	December	January	February	March	April	May	June
Telephone and Postage	\$ 4,500	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375
Travel Expense Reimbursement	\$ 2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167
Materials and Supplies	\$ 12,000	\$6,000	\$6,000										
Furniture and Equipment	\$ 2,800	\$1,400	\$1,400										
Dues and Fees (Southern Association, etc.)	\$ 1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83
Miscellaneous Expenditures	\$ -												
Group Health Insurance	\$ 12,500	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042
Social Security	\$ 7,750	\$646	\$646	\$646	\$646	\$646	\$646	\$646	\$646	\$646	\$646	\$646	\$646
Medicare	\$ 1,813	\$151	\$151	\$151	\$151	\$151	\$151	\$151	\$151	\$151	\$151	\$151	\$151
Employer's Contribution to Retirement	\$ 5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417
Unemployment Compensation	\$ 625	\$52	\$52	\$52	\$52	\$52	\$52	\$52	\$52	\$52	\$52	\$52	\$52
Workmen's Compensation	\$ 1,488	\$124	\$124	\$124	\$124	\$124	\$124	\$124	\$124	\$124	\$124	\$124	\$124
(Additional object codes may need to be added)													
TOTAL D. School Administration	\$ 184,975	\$ 21,581	\$ 21,581	\$ 14,181	\$ 14,181	\$ 14,181	\$ 14,181	\$ 14,181	\$ 14,181	\$ 14,181	\$ 14,181	\$ 14,181	\$ 14,181
E. Business Services													
90 Fiscal Services (Internal Auditing, Budgeting, Payroll Financial and Property Accounting, etc.)													
Salaries	\$ 62,000	\$5,167	\$5,167	\$5,167	\$5,167	\$5,167	\$5,167	\$5,167	\$5,167	\$5,167	\$5,167	\$5,167	\$5,167
Purchased Professional and Technical Services	\$ 5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417
Technical Services (Bank Charges, payroll fee)	\$ 2,760	\$230	\$230	\$230	\$230	\$230	\$230	\$230	\$230	\$230	\$230	\$230	\$230
Repairs and Maintenance Services	\$ -												
Rental of Equipment and Vehicles	\$ -												
Postage	\$ 3,000	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250
Advertising													
Travel Expense Reimbursement	\$ 1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83
Materials and Supplies	\$ 1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83
Equipment													
Interest (short-term loans)	\$ -												
Miscellaneous Expenditures	\$ 240	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20
Group Health Insurance	\$ 6,200	\$517	\$517	\$517	\$517	\$517	\$517	\$517	\$517	\$517	\$517	\$517	\$517
Social Security	\$ 3,844	\$320	\$320	\$320	\$320	\$320	\$320	\$320	\$320	\$320	\$320	\$320	\$320
Medicare	\$ 898	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75
Employer's Contribution to Retirement	\$ 2,480	\$207	\$207	\$207	\$207	\$207	\$207	\$207	\$207	\$207	\$207	\$207	\$207
Unemployment Compensation	\$ 310	\$26	\$26	\$26	\$26	\$26	\$26	\$26	\$26	\$26	\$26	\$26	\$26
Workmen's Compensation	\$ 738	\$61	\$61	\$61	\$61	\$61	\$61	\$61	\$61	\$61	\$61	\$61	\$61
TOTAL E. Business Services	\$ 89,471	\$ 7,456	\$ 7,456	\$ 7,456	\$ 7,456	\$ 7,456	\$ 7,456	\$ 7,456	\$ 7,456	\$ 7,456	\$ 7,456	\$ 7,456	\$ 7,456
F. Operation and Maintenance of Plant Services													
Salaries (Custodians, Security, Crossing Patrol)	\$ -												
Purchased Professional and Technical Services	\$ 5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417
Rental of Equipment and Vehicles	\$ -												
Rental of Land	\$ -												
Materials and Supplies	\$ 2,000	\$1,000	\$1,000										
Gasoline	\$ -												
Equipment	\$ -												
Miscellaneous Expenditures	\$ -												
Operating Buildings	\$ -												
Building Rental/Lease	\$ -												
Water/Sewage	\$ 8,000	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667
Disposal Services	\$ 6,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500
Custodial Services	\$ 30,000	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Repairs and Maintenance Services	\$ 10,000	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833
Property Insurance	\$ 6,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500
Telephone	\$ 3,600	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300
Natural Gas and Electricity	\$ 40,000	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333
Care and Upkeep of Grounds	\$ 7,488	\$624	\$624	\$624	\$624	\$624	\$624	\$624	\$624	\$624	\$624	\$624	\$624
Care and Upkeep of Equipment	\$ -												
Vehicle Operation and Maintenance	\$ -												
Group Health Insurance	\$ -												

		July	August	September	October	November	December	January	February	March	April	May	June
Unemployment Compensation	\$ -												
Workmen's Compensation	\$ -												
(additional object codes may need to be added)													
TOTAL A. Food Service Operations	\$ 114,000	\$ 9,500	\$ 9,500	\$ 9,500	\$ 9,500	\$ 9,500	\$ 9,500	\$ 9,500	\$ 9,500	\$ 9,500	\$ 9,500	\$ 9,500	\$ 9,500
B. Community Service Operations (e.g. 4-H programs)													
Salaries	\$ -												
Materials and Supplies	\$ -												
Group Health Insurance	\$ -												
Social Security	\$ -												
Medicare	\$ -												
Employer's Contribution to Retirement	\$ -												
Unemployment Compensation	\$ -												
Workmen's Compensation	\$ -												
(additional object codes may need to be added)													
TOTAL B. Community Service Operations	\$ -												
TOTAL III OPERATION OF NON-INSTRUCTIONAL SERVICE EXPENDITURES	\$ 114,000	\$ 9,500	\$ 9,500	\$ 9,500	\$ 9,500	\$ 9,500	\$ 9,500	\$ 9,500	\$ 9,500	\$ 9,500	\$ 9,500	\$ 9,500	\$ 9,500
IV FACILITY ACQUISITION AND CONSTRUCTION SVCS.													
Architect/Engineering Services	\$ -												
Construction Services	\$ -												
Building Improvements - Renovate/Remodel	\$ -												
Equipment	\$ -												
Repairs and Maintenance Services	\$ -												
(additional object codes may need to be added)													
TOTAL IV FACILITY ACQUISITION AND CONSTRUCTION SERVICE EXPENDITURES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
V DEBT SERVICE													
Debt Service	\$ -												
Banking Services	\$ -												
Interest (long-term)	\$ -												
Redemption of Principal	\$ -												
Miscellaneous Expenditures	\$ -												
(additional object codes may need to be added)													
TOTAL V DEBT SERVICE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL I-V ALL EXPENDITURES	\$ 1,489,454	\$ 177,200	\$ 183,250	\$ 114,100	\$ 114,100	\$ 114,100	\$ 114,100	\$ 114,100	\$ 114,100	\$ 118,100	\$ 114,100	\$ 114,100	\$ 118,100
VI. OTHER FINANCING USES													
Other Uses of Funds (provide detail)	\$ -												
TOTAL VI. OTHER FINANCING SOURCES (USES)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EXCESS (DEFICIENCY) OF REVENUE AND OTHER SOURCES OVER EXPENDITURES AND OTHER USES	\$ 36,984	\$ 80,921	\$ 288,633	\$ (42,217)	\$ (42,217)	\$ (42,217)	\$ (42,217)	\$ 80,983	\$ (42,217)	\$ (46,217)	\$ 2,183	\$ (42,217)	\$ (46,217)

Excess (Deficiency) of Revenues over Expenditures	\$ 36,984	\$ 80,921	\$ 288,633	\$ (42,217)	\$ (42,217)	\$ (42,217)	\$ (42,217)	\$ 80,983	\$ (42,217)	\$ (46,217)	\$ 2,183	\$ (42,217)	\$ (46,217)
Fund Balance at Beginning		\$ 80,921	\$ 288,654	\$ 247,337	\$ 205,120	\$ 162,903	\$ 120,686	\$ 211,069	\$ 188,452	\$ 123,235	\$ 125,415	\$ 83,201	
Fund Balance at End	\$ 36,984	\$ 80,921	\$ 288,654	\$ 247,337	\$ 205,120	\$ 162,903	\$ 120,686	\$ 211,069	\$ 188,452	\$ 123,235	\$ 125,415	\$ 83,201	\$ 36,984

Description		Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES:		# of Students				
REVENUES FROM LOCAL SOURCES		120	200	280	320	380
1	Local Per Pupil Aid	\$313,600	\$581,414	\$855,510	\$1,145,528	\$1,462,178
2	Local Per Pupil Aid - Pre Kindergarten	\$112,000	\$173,040	\$178,231	\$183,578	\$189,085
3	Food Service	\$102,600	\$176,130	\$235,838	\$298,970	\$365,878
4	Community Service Activities	\$0	\$0	\$0	\$0	\$0
Other Revenue From Local Sources						
5	Contributions and Donations	\$0	\$0	\$0	\$0	\$0
	Rollover from Start Up Budget	\$ 186,238	\$0	\$0	\$0	\$0
6	Books and Supplies Sold	\$0	\$0	\$0	\$0	\$0
7	Other Miscellaneous Revenues	\$0	\$0	\$0	\$0	\$0
8	(additional function codes may need to be added)					
9						
10	TOTAL REVENUES FROM LOCAL SOURCES	\$714,438	\$930,584	\$1,269,579	\$1,628,076	\$2,006,940
REVENUE FROM STATE SOURCES						
Unrestricted Grants-In-Aid						
11	State Per Pupil Aid	\$248,400	\$468,826	\$672,186	\$900,057	\$1,140,996
12	State Per Pupil Aid - Pre Kindergarten	\$88,000	\$135,960	\$140,039	\$144,240	\$148,567
Restricted Grants-In-Aid						
13	Education Support Fund (8g)	\$0	\$0	\$0	\$0	\$0
14	PIP	\$0	\$0	\$0	\$0	\$0
15	Other Restricted Revenues	\$0	\$0	\$0	\$0	\$0
16	(additional function codes may need to be added)					
17						
18	TOTAL REVENUE FROM STATE SOURCES	\$334,400	\$592,786	\$812,225	\$1,044,297	\$1,289,563
REVENUE FROM FEDERAL SOURCES						
Unrestricted Grants-In-Aid Direct From the Federal Gov't						
19	PCSP	\$300,000	\$300,000	\$0	\$0	\$0
Restricted Grants-In-Aid Direct From the Federal Gov't						
20	Other Restricted Grants - Direct	\$0	\$0	\$0	\$0	\$0
Restricted Grants-In-Aid From Federal Gov't Thru State						
21	School Food Service	\$0	\$0	\$0	\$0	\$0
Special Education						
22	IDEA - Part B	\$3,600	\$4,944	\$6,365	\$7,888	\$9,454
23	IDEA - Preschool	\$0	\$0	\$0	\$0	\$0
24	Other Special Education Programs	\$32,400	\$44,496	\$57,289	\$70,809	\$85,088
No Child Left Behind (NCLB)						
25	Title I	\$120,000	\$164,800	\$212,180	\$262,254	\$315,142
26	Title I, Part C - Migrant	\$0	\$0	\$0	\$0	\$0
27	Title V - Innovative Education Programs	\$0	\$0	\$0	\$0	\$0
28	Title IV - Safe and Drug Free Schools / Comm	\$0	\$0	\$0	\$0	\$0
29	Title II - Teacher & Principal Training/Recruiting	\$21,600	\$29,664	\$38,192	\$47,206	\$56,726
30	Other IASA Programs	\$0	\$0	\$0	\$0	\$0
31	Other Restricted Grants through State	\$0	\$0	\$0	\$0	\$0
Revenue For/On Behalf of the LEA						
32	Value of USDA Commodities	\$0	\$0	\$0	\$0	\$0
33	(additional function codes may need to be added)					
34						
35						
36	TOTAL REVENUE FROM FEDERAL SOURCES	\$477,600	\$543,904	\$314,026	\$388,137	\$466,411
Other Sources of Funds (Provide Detail)						
37						
38						
39	TOTAL REVENUES AND OTHER SOURCES OF FUNDS	\$1,526,438	\$2,067,274	\$2,395,830	\$3,060,510	\$3,762,914
EXPENDITURES						
INSTRUCTION		# of teacher assumptions				
A. Regular Programs - Elementary/Secondary						
Salaries		6	10	13	16	19
40	Teachers	\$ 288,000	\$494,400	\$663,120	\$853,628	\$1,040,310
41	Aides	\$ 75,000	\$77,250	\$81,955	\$89,554	\$100,794
42	Substitute Teachers and Aides	\$ -	\$1,030	\$2,154	\$3,446	\$5,004
43	Purchased Professional and Technical Services	\$ -	\$0	\$0	\$0	\$0
44	Repairs and Maintenance Services	\$ -	\$0	\$0	\$0	\$0
45	Travel Expense Reimbursement	\$ -	\$0	\$0	\$0	\$0
Instructional Supplies						
46	Materials and Supplies (e.g., printed report cards)	\$ 6,000	\$5,150	\$7,428	\$9,288	\$11,255
47	Textbooks/Workbooks	\$ 60,000	\$61,800	\$84,872	\$103,809	\$123,806
48	Equipment	\$ 3,000	\$2,575	\$3,713	\$4,644	\$5,828
49	Miscellaneous Expenditures	\$ 7,200	\$12,360	\$16,550	\$20,980	\$25,862

Description		Year 1	Year 2	Year 3	Year 4	Year 5
60	Group Health Insurance	\$ 36,300	\$49,440	\$66,312	\$85,363	\$104,031
61	Social Security	\$ 22,508	\$30,653	\$41,113	\$52,925	\$64,499
62	Medicare	\$ 5,264	\$7,169	\$9,615	\$12,378	\$15,084
63	Employer's Contribution to Retirement	\$ 14,520	\$19,776	\$28,525	\$34,145	\$41,612
64	Unemployment Compensation	\$ 1,815	\$2,472	\$3,316	\$4,288	\$5,202
65	Workmen's Compensation	\$ 4,320	\$5,883	\$7,891	\$10,158	\$12,380
66	(additional object codes may need to be added)					
67						
68						
69						
60	TOTAL A. Regular Program Expenditures	\$523,924	\$769,958	\$1,014,562	\$1,284,587	\$1,555,267
B. Special Education Programs (Including Summer & Preschool) & Gifted/Talented Programs						
Salaries						
61	Teachers	\$50,000	\$52,500	\$106,625	\$111,956	\$117,554
62	Therapists (OT, PT, Speech, etc.)	\$0	\$0	\$0	\$0	\$0
63	Aides	\$0	\$0	\$0	\$0	\$0
64	Substitute Teachers and Aides					
65	Purchased Professional and Technical Services	\$20,000	\$20,600	\$21,218	\$21,855	\$22,510
66	Repairs and Maintenance Services	\$0	\$0	\$0	\$0	\$0
67	Travel Expense Reimbursement	\$0	\$0	\$0	\$0	\$0
Instructional Supplies						
68	Materials and Supplies	\$1,000	\$515	\$1,591	\$1,093	\$1,126
69	Textbooks/Workbooks	\$4,000	\$4,120	\$8,487	\$8,742	\$9,004
70	Equipment	\$250	\$258	\$530	\$546	\$563
71	Miscellaneous Expenditures	\$0	\$0	\$0	\$0	\$0
72	Group Health Insurance	\$5,000	\$5,250	\$10,663	\$11,196	\$11,755
73	Social Security	\$3,100	\$3,255	\$6,611	\$6,941	\$7,288
74	Medicare	\$725	\$761	\$1,546	\$1,623	\$1,705
75	Employer's Contribution to Retirement	\$2,000	\$2,100	\$4,285	\$4,478	\$4,702
76	Unemployment Compensation	\$250	\$263	\$533	\$560	\$588
77	Workmen's Compensation	\$595	\$625	\$1,269	\$1,332	\$1,399
78	(additional object codes may need to be added)					
79						
80						
81						
82	TOTAL B. Special Education Programs	\$88,920	\$90,246	\$163,338	\$170,322	\$178,194
C. Other Instructional Programs (Vocational Ed., Special Programs, Adult Ed., and Other Programs)						
Salaries						
83	Teachers	\$96,000	\$100,800	\$105,840	\$207,132	\$367,513
84	Aides	\$0	\$0	\$0	\$0	\$0
85	Substitute Teachers and Aides	\$0	\$0	\$0	\$0	\$0
86	Purchased Professional and Technical Services	\$0	\$0	\$0	\$0	\$0
87	Repairs and Maintenance Services	\$0	\$0	\$0	\$0	\$0
88	Travel Expense Reimbursement	\$0	\$0	\$0	\$0	\$0
Instructional Supplies						
89	Materials and Supplies	\$2,000	\$2,060	\$3,713	\$2,732	\$3,939
90	Textbooks/Workbooks	\$6,000	\$5,150	\$6,896	\$6,742	\$10,692
91	Furniture and Equipment	\$2,500	\$4,120	\$5,517	\$6,983	\$8,554
92	Miscellaneous Expenditures	\$0	\$0	\$0	\$0	\$0
93	Group Health Insurance	\$9,600	\$10,080	\$10,584	\$20,713	\$36,751
94	Social Security	\$5,952	\$6,250	\$6,562	\$12,842	\$22,786
95	Medicare	\$1,392	\$1,462	\$1,535	\$3,003	\$5,329
96	Employer's Contribution to Retirement	\$3,840	\$4,032	\$4,234	\$8,285	\$14,701
97	Unemployment Compensation	\$480	\$504	\$529	\$1,036	\$1,838
98	Workmen's Compensation	\$1,142	\$1,200	\$1,259	\$2,465	\$4,373
99	(additional object codes may need to be added)					
100						
101						
102						
103	C TOTAL Other Instructional Programs	\$128,906	\$135,657	\$146,689	\$273,944	\$476,476
104	TOTAL I. INSTRUCTION	\$739,751	\$895,861	\$1,324,569	\$1,728,853	\$2,209,936
II. SUPPORT SERVICES PROGRAMS						
A. Pupil Support Services						
105	Child Welfare and Attendance Svcs. (Supervisor/Secretary)	\$50,000	\$52,500	\$55,125	\$57,881	\$60,776
106	Guidance Services (Guidance Counselor)	\$0	\$0	\$0	\$0	\$0
107	Health Services (Nurse)	\$19,000	\$19,570	\$20,157	\$20,762	\$21,385
108	Pupil Assessment and Appraisal Services	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628
109	Group Health Insurance	\$5,000	\$5,250	\$5,513	\$5,788	\$6,076
110	Social Security	\$3,100	\$3,255	\$3,418	\$3,589	\$3,768
111	Medicare	\$725	\$761	\$799	\$839	\$881
112	Employer's Contribution to Retirement	\$2,000	\$1,050	\$1,103	\$1,158	\$1,216
113	Unemployment Compensation	\$250	\$263	\$276	\$289	\$304
114	Workmen's Compensation	\$595	\$625	\$656	\$689	\$723
115	(additional object codes may need to be added)					
116						

	Description	Year 1	Year 2	Year 3	Year 4	Year 5
117						
118	TOTAL A. Pupil Support Services	\$85,670	\$88,424	\$92,350	\$96,459	\$100,757
	B. Instructional Staff Services					
119	Salaries of Directors, Supervisors, Coordinators, ect.	\$0	\$0	\$0	\$75,000	\$78,750
120	Instruction and Curriculum Development Services	\$0	\$0	\$0	\$0	\$0
121	Travel & Mileage Expense Reimbursement	\$1,800	\$3,090	\$4,138	\$5,245	\$6,415
122	Instructional Staff Training Services	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883
123	School Library Services	\$0	\$0	\$0	\$0	\$0
124	Group Health Insurance	\$0	\$0	\$0	\$6,750	\$7,088
125	Social Security	\$0	\$0	\$0	\$4,650	\$4,883
126	Medicare	\$0	\$0	\$0	\$1,088	\$1,142
127	Employer's Contribution to Retirement	\$0	\$0	\$0	\$1,500	\$1,575
128	Unemployment Compensation	\$0	\$0	\$0	\$0	\$0
129	Workmen's Compensation	\$0	\$0	\$0	\$69	\$94
131	(additional object codes may need to be added)					
132						
133	TOTAL B Instructional Staff Services	\$16,800	\$18,540	\$20,061	\$110,713	\$116,829
	C. General Administration					
	Board of Directors					
134	Legal Services	\$0	\$0	\$0	\$0	\$0
135	Purchased Professional and Technical Services	\$0	\$0	\$0	\$0	\$0
136	Audit Services	\$10,000	\$10,300	\$10,609	\$10,927	\$11,265
137	Insurance (Other than Emp Benefits)	\$6,000	\$6,180	\$6,365	\$6,556	\$6,753
138	Advertising	\$0	\$0	\$0	\$0	\$0
139	Travel/Mileage (Board of Directors)	\$0	\$0	\$0	\$0	\$0
140	Dues and Fees	\$0	\$0	\$0	\$0	\$0
141	Judgements	\$0	\$0	\$0	\$0	\$0
142	(additional object codes may need to be added)					
143						
144						
145	TOTAL C. General Administration	\$16,000	\$16,480	\$16,974	\$17,484	\$18,008
	D. School Administration					
	Salaries					
146	Principals	\$90,000	\$94,500	\$99,225	\$104,186	\$109,396
147	Assistant Principals	\$0	\$0	\$0	\$0	\$0
148	Clerical/Secretarial	\$35,000	\$36,750	\$38,588	\$40,517	\$42,543
149	Purchased Professional and Technical Services	\$0	\$0	\$0	\$0	\$0
150	Repairs and Maintenance Services	\$0	\$0	\$0	\$0	\$0
151	Rental of Equipment and Vehicles	\$8,500	\$8,755	\$9,018	\$18,576	\$19,134
152	Telephone and Postage	\$4,500	\$4,635	\$4,907	\$5,054	\$5,205
153	Travel Expense Reimbursement	\$2,000	\$0	\$0	\$0	\$0
154	Materials and Supplies	\$12,000	\$12,360	\$12,731	\$13,113	\$13,506
155	Furniture and Equipment	\$2,800	\$2,884	\$2,971	\$3,060	\$3,151
156	Dues and Fees (Southern Association, etc.)	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126
157	Miscellaneous Expenditures	\$0	\$0	\$0	\$0	\$0
158	Group Health Insurance	\$12,500	\$13,125	\$13,781	\$14,470	\$15,194
159	Social Security	\$7,750	\$8,138	\$8,544	\$8,972	\$9,420
160	Medicare	\$1,813	\$1,903	\$1,998	\$2,098	\$2,203
161	Employer's Contribution to Retirement	\$5,000	\$5,250	\$5,513	\$5,788	\$6,078
162	Unemployment Compensation	\$825	\$856	\$889	\$724	\$760
163	Workmen's Compensation	\$1,488	\$1,562	\$1,640	\$1,722	\$1,808
164	(additional object codes may need to be added)					
165						
166						
167	TOTAL D. School Administration	\$184,975	\$191,548	\$200,664	\$219,372	\$229,523
	E. Business Services					
	90 Fiscal Services (Internal Auditing, Budgeting, Payroll, Financial and Property Accounting, etc.)					
168	Salaries	\$62,000	\$65,100	\$68,355	\$71,773	\$75,361
169	Purchased Professional and Technical Services	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628
170	Technical Services (Bank Charges)	\$2,760	\$2,843	\$2,928	\$3,016	\$3,106
171	Repairs and Maintenance Services	\$0	\$0	\$0	\$0	\$0
172	Rental of Equipment and Vehicles	\$0	\$0	\$0	\$0	\$0
173	Postage	\$3,000	\$3,060	\$3,183	\$3,278	\$3,377
174	Advertising	\$0	\$0	\$0	\$0	\$0
175	Travel Expense Reimbursement	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126
176	Materials and Supplies	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126
177	Equipment	\$0	\$0	\$0	\$0	\$0
178	Interest (short-term loans)	\$0	\$0	\$0	\$0	\$0
179	Miscellaneous Expenditures	\$240	\$247	\$255	\$262	\$270
180	Group Health Insurance	\$6,200	\$6,510	\$6,836	\$7,177	\$7,536
181	Social Security	\$3,844	\$4,036	\$4,238	\$4,450	\$4,672
182	Medicare	\$899	\$944	\$991	\$1,041	\$1,093
183	Employer's Contribution to Retirement	\$2,480	\$2,604	\$2,734	\$2,871	\$3,014
184	Unemployment Compensation	\$310	\$326	\$342	\$359	\$377
185	Workmen's Compensation	\$738	\$775	\$813	\$854	\$897
186						

	Description	Year 1	Year 2	Year 3	Year 4	Year 5
187						
188	TOTAL E. Business Services	\$89,471	\$93,684	\$98,101	\$102,730	\$107,582
	F. Operation and Maintenance of Plant Services					
189	Salaries (Custodians, Security, Crossing Patrol)	\$0	\$0	\$0	\$0	\$0
190	Purchased Professional and Technical Services	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628
191	Rental of Equipment and Vehicles	\$0	\$0	\$0	\$0	\$0
192	Rental of Land	\$0	\$0	\$0	\$0	\$0
193	Materials and Supplies	\$2,000	\$2,060	\$2,122	\$2,185	\$2,251
194	Gasoline	\$0	\$0	\$0	\$0	\$0
195	Equipment	\$0	\$0	\$0	\$0	\$0
196	Miscellaneous Expenditures	\$0	\$0	\$0	\$0	\$0
	Operating Buildings					
197	Building Rental/Lease	\$0	\$0	\$0	\$0	\$0
198	Water/Sewage	\$8,000	\$8,640	\$9,331	\$10,078	\$10,884
199	Disposal Services	\$8,000	\$8,480	\$8,998	\$9,558	\$10,163
200	Custodial Services	\$30,000	\$32,400	\$34,892	\$37,791	\$40,815
201	Repairs and Maintenance Services	\$10,000	\$10,800	\$11,664	\$12,597	\$13,605
202	Property Insurance	\$6,000	\$6,480	\$6,998	\$7,558	\$8,163
203	Telephone	\$3,600	\$3,888	\$4,199	\$4,535	\$4,898
204	Natural Gas and Electricity	\$40,000	\$43,200	\$46,656	\$50,388	\$54,420
205	Care and Upkeep of Grounds	\$7,488	\$8,087	\$8,734	\$9,433	\$10,187
206	Care and Upkeep of Equipment	\$0	\$0	\$0	\$0	\$0
207	Vehicle Operation and Maintenance	\$0	\$0	\$0	\$0	\$0
208	Group Health Insurance	\$0	\$0	\$0	\$0	\$0
209	Social Security	\$0	\$0	\$0	\$0	\$0
210	Medicare	\$0	\$0	\$0	\$0	\$0
211	Employer's Contribution to Retirement	\$0	\$0	\$0	\$0	\$0
212	Unemployment Compensation	\$0	\$0	\$0	\$0	\$0
213	Workmen's Compensation	\$0	\$0	\$0	\$0	\$0
214	(additional object codes may need to be added)					
215						
216						
217	TOTAL F. Operation & Maintenance of Plant Services	\$118,068	\$127,185	\$136,999	\$147,588	\$159,013
	G. Student Transportation Services					
218	Purchased Professional and Technical Services	\$114,000	\$176,130	\$241,885	\$311,427	\$384,824
	Regular Transportation Services					
219	Salaries (Bus Driver & Substitutes)	\$0	\$0	\$0	\$0	\$0
220	Repairs and Maintenance Services	\$0	\$0	\$0	\$0	\$0
221	Payments in Lieu of Transportation	\$0	\$0	\$0	\$0	\$0
222	Fleet Insurance	\$0	\$0	\$0	\$0	\$0
223	Materials and Supplies	\$0	\$0	\$0	\$0	\$0
224	Gasoline/Diesel	\$0	\$0	\$0	\$0	\$0
225	Equipment	\$0	\$0	\$0	\$0	\$0
226	Miscellaneous Expenditures	\$0	\$0	\$0	\$0	\$0
227	Group Health Insurance	\$0	\$0	\$0	\$0	\$0
228	Social Security	\$0	\$0	\$0	\$0	\$0
229	Medicare	\$0	\$0	\$0	\$0	\$0
230	Employer's Contribution to Retirement	\$0	\$0	\$0	\$0	\$0
231	Unemployment Compensation	\$0	\$0	\$0	\$0	\$0
232	Workmen's Compensation	\$0	\$0	\$0	\$0	\$0
233	(additional object codes may need to be added)					
234						
235						
236	TOTAL G. Student Transportation Services	\$114,000	\$176,130	\$241,885	\$311,427	\$384,824
	H. Central Services					
	Planning, Research, Development, and Evaluation Svcs					
237	Purchased Professional and Technical Services	\$0	\$0	\$0	\$0	\$0
238	Fingerprinting and Background Check	\$700	\$979	\$1,326	\$1,530	\$1,745
239	Advertising	\$0	\$0	\$0	\$0	\$0
240	Data Processing Services	\$10,000	\$500	\$515	\$530	\$546
241	Group Health Insurance	\$0	\$0	\$0	\$0	\$0
242	Social Security	\$0	\$0	\$0	\$0	\$0
243	Medicare	\$0	\$0	\$0	\$0	\$0
244	Employer's Contribution to Retirement	\$0	\$0	\$0	\$0	\$0
245	Unemployment Compensation	\$0	\$0	\$0	\$0	\$0
246	Workmen's Compensation	\$0	\$0	\$0	\$0	\$0
247						
248						
249	TOTAL H. Central Services	\$10,700	\$1,479	\$1,841	\$2,060	\$2,291
250	TOTAL II. SUPPORT SERVICE EXPENDITURES	\$635,704	\$713,469	\$808,867	\$1,007,632	\$1,116,626
	III. OPERATION OF NON-INSTRUCTIONAL SERVICES					
	A. Food Service Operations					
251	Salaries	\$0	\$0	\$0	\$0	\$0
252	Purchased Property Services	\$0	\$0	\$0	\$0	\$0

	Description	Year 1	Year 2	Year 3	Year 4	Year 5
263	Food Service Management	\$114,000	\$195,700	\$254,410	\$313,120	\$371,830
254	Travel Reimbursement & Mileage	\$0	\$0	\$0	\$0	\$0
255	Materials and Supplies	\$0	\$0	\$0	\$0	\$0
256	Energy (Gas, Electricity, etc.)	\$0	\$0	\$0	\$0	\$0
257	Technical Services	\$0	\$0	\$0	\$0	\$0
258	Food (Purchased & Commodities)	\$0	\$0	\$0	\$0	\$0
259	Telephone and Postage	\$0	\$0	\$0	\$0	\$0
260	Equipment	\$0	\$0	\$0	\$0	\$0
261	Group Health Insurance	\$0	\$0	\$0	\$0	\$0
262	Social Security	\$0	\$0	\$0	\$0	\$0
263	Medicare	\$0	\$0	\$0	\$0	\$0
264	Employer's Contribution to Retirement	\$0	\$0	\$0	\$0	\$0
265	Unemployment Compensation	\$0	\$0	\$0	\$0	\$0
266	Workmen's Compensation	\$0	\$0	\$0	\$0	\$0
267	(additional object codes may need to be added)					
268						
269						
270	TOTAL A. Food Service Operations	\$114,000	\$195,700	\$254,410	\$313,120	\$371,830
	B. Community Service Operations (e.g. 4-H programs)					
271	Salaries	\$0	\$0	\$0	\$0	\$0
272	Materials and Supplies	\$0	\$0	\$0	\$0	\$0
273	Group Health Insurance	\$0	\$0	\$0	\$0	\$0
274	Social Security	\$0	\$0	\$0	\$0	\$0
275	Medicare	\$0	\$0	\$0	\$0	\$0
276	Employer's Contribution to Retirement	\$0	\$0	\$0	\$0	\$0
277	Unemployment Compensation	\$0	\$0	\$0	\$0	\$0
278	Workmen's Compensation	\$0	\$0	\$0	\$0	\$0
279	(additional object codes may need to be added)					
280						
281	TOTAL B. Community Service Operations	\$0	\$0	\$0	\$0	\$0
	TOTAL III. OPERATION OF NON-INSTRUCTIONAL SERVICE EXPENDITURES	\$114,000	\$195,700	\$254,410	\$313,120	\$371,830
	IV. FACILITY ACQUISITION AND CONSTRUCTION SVCS					
283	Architect/Engineering Services	\$0	\$0	\$0	\$0	\$0
284	Construction Services	\$0	\$0	\$0	\$0	\$0
285	Building Improvements - Renovate/Remodel	\$0	\$0	\$0	\$0	\$0
286	Equipment	\$0	\$0	\$0	\$0	\$0
287	Repairs and Maintenance Services	\$0	\$0	\$0	\$0	\$0
288	(additional object codes may need to be added)					
289						
290						
291	TOTAL IV. FACILITY ACQUISITION AND CONSTRUCTION SERVICE EXPENDITURES	\$0	\$0	\$0	\$0	\$0
	V. DEBT SERVICE					
292	Debt Service					
293	Banking Services	\$0	\$0	\$0	\$0	\$0
294	Interest (long-term)	\$0	\$0	\$0	\$0	\$0
295	Redemption of Principal	\$0	\$0	\$0	\$0	\$0
296	Miscellaneous Expenditures	\$0	\$0	\$0	\$0	\$0
297	(additional object codes may need to be added)					
298						
299						
300	TOTAL V. DEBT SERVICE	\$0	\$0	\$0	\$0	\$0
	TOTAL I - V. ALL EXPENDITURES	\$1,489,464	\$1,906,030	\$2,387,845	\$3,049,806	\$3,700,693
	VI OTHER FINANCING USES					
301	Other Uses of Funds (provide detail)	\$0				
302						
303	TOTAL VI OTHER FINANCING SOURCES (USES)	\$0	\$0	\$0	\$0	\$0
	FUND BALANCES					
304	EXCESS (DEFICIENCY) OF REVENUE AND OTHER SOURCES OVER EXPENDITURES AND OTHER USES	\$36,984	\$162,244	\$7,985	\$10,704	\$62,221

Excess (Deficiency) of Revenues over Expenditures	\$	36,984	\$	162,244	\$	7,985	\$	10,704	\$	62,221
Fund Balance at Beginning of Year			\$	36,984	\$	199,228	\$	207,213	\$	217,917
Fund Balance at End of Year	\$	36,984	\$	199,228	\$	207,213	\$	217,917	\$	280,138

2nd Year	# of Teachers	Salary	Students Total	200
Additional 60 Pre-K Students			Pre-K	60
Additional Full Time Classroom Teacher	4	48,000	K-3rd	140
	0	50,000		
	0	45,000		
3rd Year			Students Total	260
Additional 60 Pre-K Students			Pre-K	60
Additional Full Time Classroom Teacher	3	48,000	K-3rd	200
	0	50,000		
Additional Special Ed Teacher	1	50,000		
	0	45,000		
	0	35,000		
4th Year			Students Total	320
Additional 60 Pre-K Students			Pre-K	60
Additional Full Time Classroom Teacher	3	48,000	K-3rd	260
Full Time PE and Art Teacher	2	48,000		
Additional Director of Curriculum and Instruction	1	75,000		
5th Year			Students Total	380
Additional 60 Pre-K Students			Pre-K	60
Additional Full Time Classroom Teacher	3	48,000	K-3rd	320
Full Time 6th Grade Teacher	0	50,000		
Additional PE Teacher	1	48,000		
Additional Spanish Teacher	1	48,000		
Additional Technology Teacher	1	48,000		

MANDATAROY ATTACHMENT A: CHARTER SCHOOL ROSTER OF KEY CONTACTS

CHARTER SCHOOL ROSTER of KEY CONTACTS

Complete the following Roster for the Board of Directors and key administrative leaders and/or partners for the proposed school. Be sure to include titles and roles

Name of School(s): ARISE Academy

Name of Nonprofit: ARISE Academy

Corporation: Primary Contact Person: Andrew Shahan

Mailing Address: 200 Broadway St Suite 108 New Orleans, LA 70118

Phone:(day & eve.) 504 520 9245

Fax: 504 274 3699

Email: andrew@newschoolsforneworleans.org

NONPROFIT BOARD OF DIRECTORS

Position: Chair

Name. Chris Ross

Mailing Address 3630 Loyola Drive, Apt 243, Kenner, LA 70065

Phone. (day & eve) (504) 259-3392

Fax: 504 274 3699

Email: chrisross@jerichohousing.org

Position: Vice Chair

Name Sherry Vinturella

Mailing Address: 3712 Transcontinental Dr Metairie, LA 70006

Phone. (504) 400-3885

Fax: 504 274 3699

Email. sherry.vinturella@arlaw.com

Position: Secretary

Name: Charel Katz

Mailing Address 3000 St. Charles Avenue #416, New Orleans, LA 70115

Phone. 504-895-4353

Fax: 504 274 3699

Email: ckatz@ochsner.org

Position Treasurer

Name Gary L. Kriegh

Mailing Address 218 Phosphor Avenue Metairie, Louisiana 70005

Phone. (day & eve) 504 218 7675

Fax 504 274 3699

Email. gkriegh@ochsner.org

Position: Board Member, Chair of Governance Committee

Name Lucia Blacksher

Mailing Address. 2829 Grand Route St. John • New Orleans, Louisiana 70119

Phone: 504-717-5531

Fax. 504 274 3699

Email: lblacksher@gmail.com

Position: Partner

Name: New Schools for New Orleans, Contact: Lisa Daggs

Mailing Address: 200 Broadway St Suite 108, New Orleans, LA 70118

Phone: 504 274 3619

Fax: 504 274 3699

Email: lisa@nsno.org

MANDATORY ATTACHMENT B: BOARD MEMBER RESUME

CHRIS R. ROSS

3630 Loyola Drive, Apt. 243, Kenner, LA 70065

Phone: (504) 259-3392, Email: cross@nondc.org

QUALIFICATIONS

- **Ten (10) years of real estate experience including four (4) years of non-profit real estate development experience**
 - **Project Director with experience in managing the implementation of commercial and residential real estate project**
 - **Extensive knowledge of community development, construction management and real estate finance**
 - **Assisted potential homebuyers navigate the acquisition process from financial counseling through the act of sale**
 - **Managed construction teams and interfaces with sub-contractors at all levels of the building process**
 - **Functional background includes real estate sales and dispositions, oversight of construction management, real estate finance and non-profit fund development**
 - **Born and raised in New Orleans, LA and familiar with all the different neighborhoods throughout our city.**
 - **Able to effectively communicate with and lead culturally and socio-economically diverse groups of people.**
-
-

**PROFESSIONAL
EXPERIENCE****Director of Housing Programs, Jericho Road Housing Initiative, New Orleans, LA** (June 2008-Present)

- Jericho Road Housing Initiative is a faith-based, 501(c) 3 non-profit organization formed in March 2006 and is a partnership of the Episcopal Diocese of Louisiana and Episcopal Relief and Development (ERD). Though it is business, non-profit, faith-based and community partners, Jericho Road is creating long-term housing collaborations that are rehabilitating neighborhoods, empowering families and individuals and transforming communities.
- Responsibilities of Director of housing programs are to oversee all property acquisition, development, and disposition activities

LLC Housing Director, New Orleans Neighborhood Development Collaborative (NONDC), New Orleans, LA (2004-Present).

- NONDC is a community-based, 501(c) 3 non-profit organizations that is committed to providing quality and affordable housing to low to moderate income residents of the Central City neighborhood
- In 2006, NONDC became the local partner to McCormack Baron Salazar. Together, the entities are redeveloping the CJ Peete Housing Development which will provide of over 450 units of housing and cost approximately \$120 million.

Co-Founder/Vice-President, BGS Group LLC, New Orleans, LA (August 2002-Present)

- BGS Group LLC is a real estate development company that I co-founded in 2002. We focus on community and urban renewal throughout the city of New Orleans.

Commercial Real Estate Agent, Latta & Blum Inc., New Orleans, LA (1998-Present)

- Serviced the various buying and selling needs of commercial real estate customers through the New Orleans area.

Residential Real Estate Agent, Prudential Properties, New Orleans, LA (Jan 1998-Aug 1998)

- Assisted buyers and sellers with their diverse real estate needs
-

**COMMUNITY
INVOLVEMENT &
AWARDS**

Urban Land Institute, New Orleans, LA (October 2005-Present)

- **Member**

Central City Renaissance Alliance New Orleans, LA (2005-Present)

- **Member, Housing Task Force**

Reconcile New Orleans, Inc., New Orleans, LA (2006-2007)

- **Board Member**

New Orleans East Restaurant Task Force, New Orleans, LA (2003-2004)

- **Board Member**

Awarded Latter & Blum Commercial Real Estate, "Rookie of the Year" (1999)

Recognized as one of "New Orleans 40 Under 40" in *City Business* (2005)

EDUCATION

- 1998 **Real Estate License, New Orleans, LA**
 - 1990 **Louisiana Tech University, Ruston, LA (General Studies)**
 - 1991 **University of Southwestern Louisiana, Metairie, LA (General Studies)**
 - 1990 **Louisiana High School Diploma, St. Augustine High School, New Orleans, LA**
-

SHERRY GREEN VINTURELLA

3712 Transcontinental Dr
Metairie, LA 70006 (504) 400-3885

CAREER OBJECTIVE:

To continue a career in information systems with opportunity for growth and advancement

EDUCATION:

LOUISIANA TECH UNIVERSITY, RUSTON, LA
Bachelor of Science in Business Administration with a
specialization in Management Information Systems
August 1996

EXPERIENCE:

Training Administrator
Adams and Reese LLP New Orleans, LA
Conduct classroom and web-based computer and systems
training for attorneys and support staff. Develop training

programs and materials for all aspects of the firm's technology. Support the training needs of upcoming technology projects including software application upgrades and deployment. Perform periodic firm training needs assessments. Coordinate training schedules and calendars. Promote training opportunity to all attorneys and staff. Measure performance of training programs and provide recommendations to improve. Maintain Technology section of the firm's intranet.
(June 2006 – Present)

PeopleSoft Training Coordinator

University of New Orleans New Orleans, LA
Instruction of users in UNO/PeopleSoft functionality, develop and coordinate the UNO/PeopleSoft curriculum, schedule classes, coordinate training facilities, and prepare documentation. Responsible for the implementation of SharePoint. Duties include development of portal and individual department sites, and training of staff.
(September 2004 to June 2006)

Training Specialist

University of New Orleans New Orleans, LA
Instruct software applications to the employees of the Louisiana Department of Transportation and Development to expand their computer knowledge. Instructor of SiteManager for the employees in the construction section of DOTD
(October 1999 to September 2004)

Database Designer

Doyle Land Services, Inc New Orleans, LA
Entered data in the Access database. Created reports and queries to send out to Region Leaders that stated their progress in the project. Reported problems that were in the files to Region Leaders to be corrected.
(January 1999 to September 1999)

Software Instructor

CompUSA Metairie, LA
Prepare, setup and instruct software applications to customers with the desire to expand their computer knowledge. Team instructor for National Projects such as CIGNA and Social Security Administration training their employees on specialized applications.
(June 1998 to January 1999)

Service Operations Analyst

Louisiana Machinery Co., Inc. Reserve, LA
Responsible for training service operations staff and keeping them informed of any new releases or updates to the DBS system.
Monitor all types of Customer Service Agreements and all

reporting aspects required for special incentive programs as well as specific operational goals established for the service operation (September 1996 to May 1998)

**COMMUNICATION/
COMPUTER SKILLS:**

Windows XP, Microsoft Office 2003, SiteManager Construction Software, PeopleSoft 8.0, SharePoint, Interwoven 8.2, InterAction 5.6

HONORS/ACTIVITIES:

Data Processing Management Association – Vice President (1996)

M. LUCIA BLACKSHER
2829 Grand Route St John • New Orleans, Louisiana 70119
504-717-5531 (c) / 504-208-5050 (w) / 504-596-2004 (f)
lblacksher@gmail.com

EXPERIENCE

GNO FAIR HOUSING ACTION CENTER, INC.

2
004 to
Present

GENERAL COUNSEL

- Investigation, research, and analysis of fair housing violations, including rental, sales, lending, insurance, and land use practices that constitute illegal discrimination under the federal Fair Housing Act
- Representation of fair housing center in enforcement actions
- Supervision of intakes and testing activities, including audits of discrimination in housing and public accommodations
- Supervision of litigation filed by cooperating attorneys on behalf of victims of housing discrimination
- Recruitment and training of cooperating attorneys
- Recruitment and supervision of legal interns
- Presentations to community and industry groups, including local and national bar associations
- Coordination with social justice, policy, legal aid, and advocacy organizations to further housing opportunity and recovery in the Gulf Coast region
- Grant writing and reporting
- Oversight of all education and outreach activity, including all communications with the press

Awards 2007 Loyola University School of Law's Gilis Long Public Interest Law Award; 2007 *City Business* "Leadership in the Law" Award; 2006 *Gambit Weekly* "40 Under 40"

UNITED STATES DEPARTMENT OF JUSTICE 2003

1999 to

CIVIL RIGHTS DIVISION, DISABILITY RIGHTS SECTION **TRIAL ATTORNEY**

- Investigation, research and analysis of complaints of disability discrimination, including disability discrimination in employment, public and private accommodations, and voting
- Representation of the United States in enforcement actions under the Americans with Disabilities Act and the Rehabilitation Act of 1973
- Presentations to advocacy and legal organizations regarding disability rights
- Section contact for providing information regarding the Help America Vote Act
- Research of accessible voting technology
- Coordination of civil rights implementation efforts with other federal agencies and Civil Rights Sections

Awards 2001 Special Commendation Award; 2002 Special Achievement Award

EDUCATION

LOYOLA UNIVERSITY SCHOOL OF LAW, New Orleans, Louisiana

1999

Juris Doctor

Legal Internships:

- **Honorable Stanwood R. Duval, Jr., U.S. District Court, Eastern District of Louisiana:**
Performed legal research and writing and drafted habeas corpus opinions
- **United States Department of Justice, Civil Rights Division**
Housing and Civil Enforcement Section: Performed legal research and writing
- **GNO Fair Housing Action Center:** Performed legal research and writing

TULANE UNIVERSITY, New Orleans, Louisiana

1996

Bachelor of Arts in Sociology and Women's Studies

REFERENCES

James Perry, School Leader

Greater New Orleans Fair Housing Action Center

228 St. Charles Avenue

Suite 1035

New Orleans, LA 70130

Telephone. (504) 596-2100

jperry@gnofairhousing.org

Allison Nichol, Deputy Chief

U. S. Department of Justice, Civil Rights Division, Disability Rights Section

U.S. Department of Justice - NYA

950 Pennsylvania Avenue NW

Washington, D.C. 20530

Telephone: (202) 353-0368

Allison.Nichol@usdoj.gov

Joseph Rich, Director of Fair Housing and Community Development

Lawyers' Committee for Civil Rights Under Law

1401 New York Avenue, NW

Suite 400

Washington, DC 20005

Telephone: (202) 662-8600

jrich@lawyerscommittee.org

Sarah Dunne, Legal Director

American Civil Liberties Union of Washington

705 Second Avenue

3rd Floor

Seattle, WA 98104

Telephone: (206) 624-2184

GARY L. KREIGH

**218 Phosphor Avenue
Metairie, Louisiana 70005
(504) 218-7675
Cell: (317) 340-2145**

Experience

February 2007 to Present
Ochsner Health System, New Orleans, Louisiana
Vice President, Corporate Integrity, Assistant Secretary to the Board of Directors

August 1998 to February 2007
Clarian Health Partners, Indianapolis, Indiana
Director, Corporate Compliance & HIPAA

August 1997 to August 1998
USA Group, Fishers, Indiana
Director, Internal Audit

October 1993 to August 1997
The Village Emporium Corporation, Noblesville, Indiana
Owner, President

October 1979 to September 1993
National City Corporation, Indianapolis, Indiana
Vice President, Auditing

October 1976 to September 1979
Indiana Gas Company, Inc., Indianapolis, Indiana
Internal Auditor

May 1976 to October 1976
Periodical Publishers Bureau, Inc., Indianapolis, Indiana
Accounts Adjustor

Certifications

Certified Internal Auditor
Certified Fraud Examiner

Education

Ball State University, Muncie, Indiana (1976) Bachelors, Accounting
University of Indianapolis (1980) Computer Technology
Gonzaga University, Spokane Washington (Presently Studying) Masters, Organizational Development

Affiliations

The Institute of Internal Auditors
Association of Certified Fraud Examiners
Health Care Compliance Association
Health Care Lawyers Association
International Association of Privacy Professionals

Prior Board Membership and Affiliation

International Treasurer, Information Systems, Audit & Control Association
International Vice President, Education, Information Systems, Audit & Control Assn.
Region V.P./Director, Information Systems, Audit & Control Assn
Director, Habitat for Humanity, Hamilton County, Indiana
Charter Director and President, Central Indiana EDP Auditors Association
Charter Director, New Orleans Association of Certified Fraud Examiners

Charel W. Katz

3000 St. Charles Avenue #416, New Orleans, LA 70115 ☐ 504-895-4353 ☐ ckatz@ochsner.org

OCHSNER HEALTH SYSTEMS

Director, Philanthropic Programs

New Orleans, LA
June 1992-Present

- Oversee \$1.7 million budget
- Coordinate all aspects of operations of Philanthropy team
- Ensure accuracy of record system and acknowledgment of donations
- Oversee production of three major special events per year, netting in excess of \$100,000 each
- Coordinate volunteer members of fund raising Boards of Councilors for the Baton Rouge Region and for Women's Health Services.
- Initiated the creation of an Ochsner owned Gift Shop at the Main Campus Hospital with sales volume in excess of \$900,000 annually. Spearheaded opening of two additional shops at Ochsner Medical Center West Bank and Ochsner Medical Center Baton Rouge. All net proceeds benefit causes at the specific facility.
- Created solicitation of Ochsner vendors incorporating a luncheon with the CEO in order to strengthen relationships. Success of this endeavor resulted in the establishment of a Corporate Relations position on staff.
- Department liaison with Human Resources. Coordinate interviews and new employee orientation. Oversee timely performance evaluations of personnel and processing of merit increases.
- Direct recognition efforts for all major gifts and special campaigns including design and implementation of devices in order to demonstrate appreciation of the philanthropic support of donors.
- Trained Change Agent utilizing Toyota Work Out process.

Alton Ochsner Medical Foundation

New Orleans, LA

September 1989-June 1992

Development Associate for Special Events and Donor Relations

- Produced all special events for Alton Ochsner Medical Foundation
- Responsible for financial success while analyzing growth and expansion
- Oversaw volunteer committees, working with over 40 individuals
- Successfully devised the first recognition features for the foundation resulting in the creation and installation of a Benefactor Wall reflecting over \$57 million of philanthropic support, a Heritage Wall, honoring those who have recognized Ochsner in their will or through a life incoming producing arrangement, an Annual Giving display, Circle of Friends Wall to honor employee contributors and a Business Partner Wall to honor those businesses who have contributed gifts-in-kind or outright cash

Real Estate Management and Acquisition

New Orleans, LA

May 1972-2008

- Licensed Real Estate Agent
- Property Manager for over 40 rental units

EDUCATION

Newcomb College of Tulane University

New Orleans, LA

Bachelor of Arts in History

May 1968

- Concentration United States History
- Supplemental areas of study Latin America

CURRENT MEMBERSHIPS

- **Association of Healthcare Philanthropy**
Past Regional Director
Former National Vice President of Membership
- **National Council of Jewish Women**
Past Chair Angel Ball

MANDATORY ATTACHMENT C: BYLAWS

ARISE ACADEMY BYLAWS

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ARISE Academy BYLAWS

ARTICLE I GENERAL PROVISIONS

1.1 Name and Structure. ARISE Academy (the "Corporation") is a nonprofit, non-stock corporation organized under the laws of the State of Louisiana, within the meaning of the Louisiana Nonprofit Corporation Law (the "Act") The Articles of Incorporation of the Corporation (as amended from time to time, the "Articles of Incorporation") were filed in the office of the Secretary of State of the State of Louisiana on _____.

1.2 Mission. The ARISE Academy Charter School's mission is to create an environment where the students will develop the *academic skills, intellectual habits, and character traits* necessary to maximize their potential in high school, college, and the world beyond

1.3 Purpose. The Corporation is organized and is to be operated exclusively to carry out charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"), including, but without limitation thereon. (a) to operate, advise and support one or more public schools in the State of Louisiana, (b) to exercise all rights and powers conferred by the laws of the State of Louisiana upon non-profit corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest and reinvest the School Leader and/or income there from or distribute the same for the above purposes; and (c) to engage in any other activity that is incidental to, connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3) of the Code, provided, the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated above or the Constitution of the United States or the State of Louisiana The purpose of ARISE Academy shall be to operate one or more charter schools

1.4 Charter The name and purposes of the School shall be as set forth in its Charter, as amended from time to time The Charter is hereby made a part of these By-Laws, and the powers of the School and of its Directors and officers, and all matters concerning the conduct and regulation of the affairs of the School, shall be subject to such provisions in regard thereto, if any, as are set forth in the Charter In the event of any inconsistency between the Charter and these By-Laws, the Charter shall be controlling. All references in these By-Laws to the Charter shall be construed to mean the Charter as from time to time amended.

1.5 Location. The School Leader place of business of the Corporation, and its mailing address, shall be 200 Broadway St., Suite 108, New Orleans, LA 70118. The Corporation may have such other offices, either within or without the State of Louisiana, as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

1.6 Fiscal Year. Except as from time to time otherwise determined by the Directors of the School, the fiscal year of the School shall run from July 1 to June 30 each year

1.7 Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of Louisiana a registered office and a registered agent whose office is the Corporation's registered office, as required by the Act. The registered office may but need not be identical with the School Leader office of the Corporation in the State of Louisiana, and the address of the registered office may be changed from time to time by the Board of Directors in accordance with applicable law

ARTICLE II BOARD OF DIRECTORS

2.1 Powers A Board of Directors shall manage the affairs of the School and shall have and may exercise all the powers of the School, except as otherwise provided by law, by the Charter or by these By-Laws. The Board of Directors holds the charter from the state and is therefore responsible for ensuring that the school and Board members comply with all applicable laws and regulations. Furthermore, the Board will ensure that the school is an academic success, organizationally viable, faithful to the terms of its charter, and earns charter renewal

2.2 Number of Directors The Board of Directors shall consist of no fewer than five (5) and no more than fifteen (15)

2.3 Term of Office. Each Director shall serve a two (2) year term, with no Director being allowed to serve more than three (3) consecutive terms. After which point in time they will need to take a minimum of two years off before being reconsidered for nomination as a Director. Terms shall be staggered so that not all terms are renewed at the same time. Any Director who joins the Board of Directors three months prior to the annual meeting will be considered to have served one full year of their term

2.4 Election of Directors. Directors shall be elected by the Board of Directors at any meeting of the Board of Directors by a majority of the Directors then in office. A Director elected to fill an unexpired term shall have tenure only to the end of such term

2.5 Qualifications Whenever possible, board members shall be sought who bring the skills, expertise, perspective and qualifications as established by the Board and delineated in an annual board recruitment plan

2.6 Rights and Responsibilities. All Directors shall serve ARISE Academy with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with ARISE. All participants in Board work are bound by ARISE Academies Code of Conduct, Conflict of Interest, and Confidentiality policy statements. The Board may not discriminate against potential members on the basis of age, sex, sexual orientation, race, national origin, ancestry religion, marital status or non-disqualifying handicap or mental condition.

2.7 Resignation Any Director may resign at any time by delivering a written resignation to the Chair of the Board or to the School at its School Leader office. Such resignation shall be effective upon receipt unless it is specified to be effective at some later time. To facilitate the election of new Directors, the School formally encourages Directors intending to resign or to decline nomination to provide notice of the Director's intent as much in advance of the annual meeting as possible.

2.8 Removal Any Director may be removed from office with or without cause by an affirmative vote of the majority of the Directors then in office.

2.9 Vacancies. In accordance with nominating and election process set forth by the Governance Committee, any newly created Directorships and any vacancies of the Board of Directors, arising at any time and from any cause, may be filled at any meeting of the Board of Directors in which a quorum is present. However, if the number of Directors then in office is less than a quorum, the vacancies shall be filled by the affirmative vote of (a) a majority of the Directors then in office or (b) a sole remaining Director. A Director so elected shall serve until the next annual meeting and until his or her successor is elected and qualified.

ARTICLE III MEETINGS

3.1 Meetings. The Board of Directors and the Corporation are subject to Louisiana's open meeting laws, La. R.S. 42:41 et seq., and all meetings of the Board of Directors shall be held at the time and place provided in the notice prepared in compliance with the open meeting laws. The annual meeting of the Board shall be held in a month in the last quarter of the fiscal year, at a date, time and place fixed by the Board, for the election of officers and Directors and for the transaction of such business as may properly come before the meeting. Regular meetings of the Directors may be held at such time and place as shall from time to time be determined by the Board, which has been initially established by the Board to be held on the last Tuesday of every month. Special meetings may be called at any time by the President or by the Secretary upon written request of one-third of all Directors then in office. A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than 24 hours, notice of an adjournment to another time or place shall be given prior to the time of the adjourned meeting to the directors who were not present at the time of the adjournment.

3.2 Notice of Meetings. In addition to the notice requirements pursuant to Louisiana's open meeting laws, notice of the time and place of each regular, special or annual meeting of the Board, and a written agenda stating all matters upon which action is proposed to be taken shall be given to each Director by first-class mail, at least four (4) days before the meeting is held, or personal delivery, facsimile, electronic mail, at least 48 hours before the day on which the meeting is to be held. Notice of a meeting need not be given to any Director who submits a signed waiver

of notice whether before or after the meeting, or who attends the meeting without protesting prior thereto or at its commencement, the lack of notice to him or her.

3.3. Quorum, Voting A majority of the Directors then in office shall constitute a quorum, but a lesser number may, without further notice, adjourn the meeting to any other time. At any meeting of Directors at which a quorum is present, the vote of a majority of those Directors present shall decide any matter unless the Charter, these By-Laws or any applicable law requires a different vote. In accordance Louisiana's open meeting laws, La R.S. 42:41 et seq., Director participation must occur in person for the purposes of a quorum or voting.

3.4. Recusal. A Director shall promptly disclose to the Board of Directors the material terms of any proposed transaction involving the School with respect to which such Director may have a conflict of interest. The disclosure shall include all material facts regarding the terms of the transaction, the interest of the School in the transaction, the interest of the Director in the transaction, and any relationship that the Director may have with other parties involved in the transaction. The Director shall recuse him or herself from any vote regarding the transaction and shall not participate in any discussion of the merits of the transaction during any meeting of the Board of Directors, *provided* that the Director may answer factual questions regarding any matter required to be disclosed to the Board of Directors.

3.5. Rules of Order. Except where they may be in conflict with the bylaws of ARISE ACADEMY, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of ARISE Academy.

ARTICLE IV COMPENSATION AND PERSONAL LIABILITY

4.1. Compensation Directors or members of a Board committee shall not receive any salary, compensation or honorarium for their services. From time to time the Chair of the Board may propose to reimburse Directors for select expenses incurred by them in carrying out their duties as Directors. Said reimbursement must be voted on by the Board.

4.2. No Personal Liability. No Directors or officers of the School shall be personally liable for any debt, liability or obligation of the School. All persons, corporations or other entities extending credit to, contracting with, or having any claim against, the School, may look only to the funds and property of the School for the payment of any such contract or claim, or for the payment of any debt, damages, judgment or decree, or of any money that may otherwise become due or payable to them from the School.

ARTICLE V OFFICERS

5.1. Number. The Officers of ARISE Academy shall be a Chair, Vice Chair, Secretary and Treasurer, and such other Officers, if any, as the Board of Directors may from time to time

appoint. Any two or more offices may be held by the same person, provided that no individual may act in more than one capacity where action of two or more Officers is required

5.2 Election and Term. The Governance committee shall present a slate of Officers to the Board of Directors. All Officers shall be elected by the Directors at their annual meeting and shall hold office for the term of one (1) year. Each Officer shall continue in office until his or her successor shall have been elected and qualified, or until his or her death, resignation or removal. A Director may serve more than one (1) term in the same office, but no more than four (4) consecutive terms in the same office.

5.3 Resignation, Removal and Vacancy. An Officer may resign by giving written notice of his or her resignation to the Board Chair. Any Officer may be removed, with or without cause, by a majority vote of the Board. A vacancy in any office shall be filled for the unexpired term by a majority vote of the Board

5.4 Board Chair. The Board Chair shall preside at all meetings of the Board of Directors Pursuant to the terms of these bylaws, he or she shall have the power to sign alone in the name of ARISE Academy, all contracts authorized either generally or specifically by the Board of Directors and to execute and deliver other documents and instruments. The Chair shall also have such other powers and perform such other duties as the Board of Directors may from time to time prescribe. In the event that the office of the Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term. In the event that the office of Vice-Chair, Secretary or Treasurer becomes vacant, the Chair shall appoint interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held

5.5 Vice-Chair The Vice-Chair shall, in the absence or disability of the Chair, perform the duties and exercise the powers of the Chair The Vice-Chair may have such powers and perform such duties as may be delegated thereunto by the Chair or prescribed by the Board of Directors.

5.6 Secretary The Secretary shall be responsible for recording and maintaining the minutes of all meetings of the Board of Directors; maintaining minutes recorded by committees of the Board; serving or causing to be served all notices of ARISE Academy, maintaining records (other than financial) of ARISE Academy such as the bylaws and the charter; authenticating the records (other than financial) of ARISE Academy; and performing all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Board. In the event of absence or disability of the Secretary, the Board of Directors may appoint an Assistant Secretary to perform the duties of the Secretary during such absence or disability.

5.7 Treasurer. The Treasurer shall oversee the general financial affairs of the School, subject to the direction and control of the Board of Directors The Treasurer shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the Directors.

5.8 Other Officers. Other officers shall have such duties and powers as may be designated from time to time by the Directors.

ARTICLE VI COMMITTEES

6.1 Committees The Directors may elect or appoint such committees (which may include individuals who are not Directors of the School) as they may from time to time determine necessary or advisable, and may delegate, to the extent permitted by law, the Charter or these By-Laws, such powers and duties thereto as they may deem advisable; *provided, however*, that any committee to which the powers of the Directors are delegated shall consist solely of Directors; and *further provided*, that all committees shall be chaired by a Director. There shall initially be an academic excellence committee, governance committee, a development committee and a finance committee. At any meeting of a committee a quorum for the transaction of all business properly before the meeting shall consist of a majority of the elected members of such committee. Any committee may, subject to the approval of the Board of Directors, make further rules for the conduct of its business. However, unless otherwise provided by vote of the Board of Directors or by rules established by the Board of Directors the members of any committee shall serve on such committee at the pleasure of the Directors.

6.2 Governance Committee. There shall be a standing committee, known as the Governance Committee. This committee shall be composed of a minimum of (2) persons recommended by the Chair and elected by the Board of Directors at its annual meeting. The duties of the Governance Committee shall be (a) to solicit nominations and study the qualifications of candidates for the vacant Director positions on the Board, (b) to solicit nominations and present the qualifications of nominees for Officers to the Board for election at the annual meeting, (c) to recommend candidates to the Board to fill vacancies that ARISE outside the regular nominating process, (d) to provide ongoing orientation to Directors, (e) to ensure Board policies are being observed, (f) to oversee a Director assessment process to ensure optimum performance. During any of the aforementioned nomination processes, the Governance Committee will always present all nominated candidates to the Board of Directors for a final vote. While it is expected that the Governance Committee will provide recommendations for all nominations, the Governance Committee itself will not prevent nominated candidates from receiving a vote before the full Board of Directors.

6.3 Finance Committee. There shall be a standing committee, known as the Finance Committee. This committee shall monitor the organization's financial records, review and oversee the creating of accurate, timely, and meaningful financial statements to be presented to the Board, review the annual budget and recommend it to the full Board for approval, monitor budget implementation and financial procedures; monitor budget assets; monitors compliance with federal, state, and other reporting requirements, and help the full Board understand the organization's finances. The committee reviews: the adequacy of the organization's internal control structure, the activities, organizational structure, and qualifications of the internal audit function; and the policies and procedures in effect for the review of executive compensation and benefits. The committee also recommends the auditor for full board approval and reviews the audit.

6.4 Academic Excellence Committee The Academic Excellence Committee shall be commissioned by and responsible to the Board of Trustees to assume the primary responsibility for working with the school leader to define academic excellence, ensure that all board members know the charter promises that were made to the community and the authorizer and to devise clear and consistent measures to monitor these goals. The Academic Excellence Committees shall partner with the school leadership to set annual academic achievement goals, to be presented to and approved by the full board. In addition, they shall ensure that the school leadership shares with the board annual successes, barriers to reaching academic excellence, and strategies to overcome these barriers. This committee also arranges for Board training on issues related to academic oversight and academic achievement, as needed.

6.5 Development Committee. The Development Committee shall lead the Board's participation in resource development and fundraising. The committee shall work with the staff to develop the school's fundraising plan. The committee shall develop policies, plans, procedures, and schedules for Board involvement in fundraising. It shall help educate Directors about the organization's program plans and the resources needed to realize those plans. It familiarizes Directors with fundraising skills and techniques so that they are comfortable raising money. The committee shall be the Board's central source of information about the fundraising climate in general, and about the status of the school's fundraising activities in particular. The committee shall set minimum guidelines for Directors' contributions and then solicits those contributions. It also shall play a strong role in identifying, cultivating, and approaching major donors. Prior fundraising skills and experience or a desire to develop such are important qualifications.

ARTICLE VII STAFF

7.1 School Leader. The Board shall employ, on behalf of the School, a person who shall act as School Leader, or chief staff administrator, having charge of the day to day affairs of the School, subject to the annual policies, work plan, and budget as voted by the Board and subject to the management of and evaluation by the Board. The School Leader shall manage all other School staff. The board retains the right to select, appoint, evaluate and/or remove the School Leader.

ARTICLE VIII MISCELLANEOUS

Section 8.1. Checks, Notes and Contracts The Board of Directors is authorized to select such depositories as it shall deem proper for the funds of the Corporation. One officer shall sign all bills, notes, receipts, acceptances, endorsements and checks of the Corporation in an amount up to, and including, \$10,000.00. Two officers shall co sign all bills, notes, receipts, acceptances, endorsements and checks of the Corporation in an amount over \$10,000.00.

Section 8.2 Books and Records. The Corporation shall keep: (a) adequate and correct books and records of account; and (b) minutes of the proceedings of its Board of Directors and its committees. The minutes shall be kept in written form.

Section 8.3. Annual Report. The Chair shall cause an annual report to be sent to the Directors not later than 120 days after the close of the Corporation's fiscal year. Such report shall contain in appropriate detail the following: (a) the assets and liabilities, including the trust funds of the Corporation as of the end of the fiscal year; (b) the School Leader changes in assets and liabilities, including trust funds, during the fiscal year; (c) the revenue or receipts of the Corporation, both unrestricted and restricted to particular purposes, for the fiscal year; (d) the expenses or disbursements of the Corporation, for both general and restricted purposes during the fiscal year; and (e) any transaction and/or indemnification involving an interested person that exceeds \$50,000 or a number of transactions that involve the same interested person and in the aggregate exceed \$50,000, including the names of the interested persons involved in such transactions, the person's relationship to the Corporation, the nature of such person's interest in the transaction, the amount of such interest, provided, that in the case of a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

Section 8.4. Right of Inspection Every Director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation.

Section 8.5. Amendments These Bylaws may be amended at any meeting of the Board of Directors by a majority vote of the entire Board of Directors. Notice must be provided to the Board of Directors for any meeting of the Board of Directors at which an amendment of these Bylaws is to be approved. Such notice must state that the purpose of the meeting is to consider a proposed amendment of these Bylaws and contain or be accompanied by a copy or summary of the amendment or state the general nature of the amendment.

Section 8.6 Indemnification The School shall, to the extent legally permissible and only to the extent that the status of the School as exempt from federal income taxation under Section 501(c)(3) of the Code is not affected thereby, indemnify each person who may serve or who has served at any time as a Director, Chair, Vice Chair, Treasurer, Secretary or other officer of the School, each person who may serve or who has served at the request of the School as a Director, officer, employee or other agent of another organization, and each person who may serve or has served at its request in a capacity with respect to any employee benefit plan (collectively, "Indemnified Officers" or individually, "Indemnified Officer"), against all expenses and liabilities, including, without limitation, attorneys' fees, judgments, fines, excise taxes, penalties and settlement payments, reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative (a "proceeding") in which an Indemnified Officer may become involved by reason of serving or having served in such capacity (other than a proceeding voluntarily initiated by such person unless a majority of the full Board of Directors authorized the proceeding), *provided, however*, that no indemnification shall be provided to such Indemnified Officer with respect to any matter as to which such Indemnified Officer shall have been finally adjudicated in any proceeding (i) to have breached the Indemnified Officer's duty of loyalty to the School, (ii) not to have acted in good faith in the reasonable belief that such Indemnified Officer's action was in the best interest of the School, (iii) to have engaged in intentional misconduct or a knowing violation of law, or (iv) to have engaged in any transaction from which the Indemnified Officer derived an improper personal benefit; *and further provided*, that any compromise or settlement payment shall be approved by the School in the same manner as provided below for the authorization of indemnification. Any person who at the request of the School may serve or has served another organization or an employee benefit plan in one or more of the foregoing capacities and who shall have acted in good faith in the reasonable belief that his or her action was in the best interests of such other organization or in the best interests of the participants or beneficiaries of such employee benefit plan shall be deemed to have acted in such manner with respect to the School.

8.7 Advances; Repayment. Such indemnification may, to the extent authorized by the Board of Directors of the School, include payment by the School of expenses, including attorneys' fees, reasonably incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt of an undertaking by the Indemnified Officer to repay such payment if not entitled to indemnification under this Section which undertaking may be accepted without regard to the financial ability of such Indemnified Officer to make repayment.

8.8 Authorization. The payment of any indemnification or advance shall be conclusively deemed authorized by the School under this Section, and each Director and officer of the School approving such payment shall be wholly protected, if:

- (i) the payment has been approved or ratified (1) by a majority vote of the Directors who are not at that time parties to the proceeding or (2) by a majority vote of a committee of two or more Directors who are not at that time parties to the proceeding and are selected for this purpose by the full Board (in which selection Directors who are parties may participate), or
- (ii) the action is taken in reliance upon the opinion of independent legal counsel (who may be counsel to the School) appointed for the purpose by vote of the Directors in the manner specified in clauses (1) or (2) of subparagraph (i) or, if that manner is not possible, appointed by a majority of the Directors then in office, or
- (iii) a court having jurisdiction shall have approved the payment,

8.9 Heirs, Executors and Administrators. The indemnification provided hereunder shall inure to the benefit of the heirs, executors and administrators of any Indemnified Officer entitled to indemnification hereunder.

8.10 Non-Exclusive Rights. The right of indemnification under this Section shall be in addition to and not exclusive of all other rights to which any person may be entitled. Nothing contained in this Section shall affect any rights to indemnification to which School employees, agents, Directors, officers and other persons may be entitled by contract or otherwise under law.

8.11 Adverse Amendments. No amendment or repeal of the provisions of this Section which adversely affects the right of an Indemnified Officer under this Section shall apply to that Indemnified Officer with respect to the acts or omissions of such Indemnified Officer that occurred at any time prior to such amendment or repeal, unless such amendment or repeal was voted for by or was made with the written consent of such Indemnified Officer.

8.12 Employees and Agents. To the extent legally permissible and only to the extent that the status of the School as exempt from federal income taxation under Section 501(c)(3) of the Code is not affected thereby, the School may indemnify any employee or agent of the School to the extent authorized by the Board of Directors by an affirmative vote of a majority of the

Directors entitled to vote. The foregoing provisions of this Section 7 shall apply to any indemnification of any employee or agent under this Section 7.7.

8.13 Insurance. The School shall purchase and maintain a Directors and Officers Liability Insurance Policy to provide for coverage in the case of personal liability of an Indemnified Officer.

ARTICLE IX CONFLICTS OF INTEREST

Section 9.1. Purpose. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 9.2 Definitions.

- (a) Interested Person. Any Director, School Leader officer, or member of a committee with Board-delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.
- (b) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family:
 - (1) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
 - (2) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
 - (3) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement, excluding holdings in mutual funds or other equity funds in which the day-to-day control of investments is held by a person not subject to this policy.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 9.3. Procedures

- (a) Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board of Directors
- (b) Determining Whether a Conflict of Interest Exists After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of Directors' meeting while the financial interest is discussed and voted upon. The remaining Board of Directors shall decide if a conflict of interest exists
- (c) Procedures for Addressing the Conflict of Interest
 - (1) An interested person may make a presentation at the Board of Directors, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest
 - (2) The President of the Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - (3) After exercising due diligence, the Board of Directors shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
 - (4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination
- (d) Violations of the Conflicts of Interest Policy
 - (1) If the Board of Directors has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose
 - (2) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Directors determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action

Section 9 4 Records of Proceedings. The minutes of the Board of Directors and all committees with Board-delegated powers shall contain.

- (a) Names of Persons with Financial Interest. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Directors' decision as to whether a conflict of interest in fact existed.
- (b) Names of Persons Present The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 9 5 Annual Statements. Each Director, School Leader officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person

- (a) Receipt Has received a copy of the conflicts of interest policy.
- (b) Read and Understands. Has read and understands the policy
- (c) Agrees to Comply. Has agreed to comply with the policy.
- (d) Tax Exemption Understands that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes

Section 9 6 Periodic Reviews To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews

MANDATORY ATTACHMENT D: PUBLIC RECORDS LAWS

The organization agrees and complies fully with Louisiana Citizens' Rights Under The Public Records Law (R S. 44:1-41), that anyone 18 or older has the right to examine, copy or obtain a copy of a public record (unless specifically exempted) of any public body including any state, parish or municipal agency or board (including the Legislature) Public records requests may be submitted by mail (by court ruling). We agree that anything "having been used, being in use or prepared" for use in the conduct of public business is a public record, regardless of physical form. We agree that public records include such things as drafts of documents, statistics, maps, letters, memos, budget requests, budgets, tapes, electronic data, payrolls, certain retirement information, and tax assessment rolls

MANDATORY ATTACHEMENT E: CODE OF ETHICS

The Board of Directors, officers and employees of ARISE Academy pledge that their prime responsibility as stewards of public funds and as providers of public education is to ensure that all enrolled students attain the highest education level possible, and in a manner that adheres to the highest levels of ethical responsibility. To that end, the Directors, officers and employees of ARISE Academy declare their acceptance of the standards of practice set forth herein, and their solemn intent to honor them to the limits of their ability as outlined in the following Code of Ethics:

- 1 None of the people serving on the school's Board of Directors may be comprised of: (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise, or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
- 2 Every Board Member has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Director shall be excused from the discussion and vote on any matter involving such Director relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of that Director uniquely; or (d) any other matter at the discretion of a majority of the Trustees.
- 3 The Board of Directors and the school shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Directors has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
- 4 Any Director, officer, or key employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Directors for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or

she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

- 5 Directors representing any not-for-profit corporation proposing to do business with the charter school shall disclose the nature and extent of such business propositions
6. No Director, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the Board of Directors for the duration of such business relationship, provided, however, that this provision shall not apply to the following.
 - o Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys,
 - o Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school;
 - o Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or
 - o Members of the management and faculty of the charter school.
7. In no instance shall a Director, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Directors for the duration of such business relationship.
8. Trustees, officers, or employees of any partner organization with the School other than a for-profit management organization shall hold no more than 40% of total seats comprising the Board of Directors
9. Directors shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Director shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Director's interest in the matter will be reflected in the Board minutes
- 10 Directors shall make all appropriate financial disclosures whenever a grievance or conflict of interest is lodged against them.
- 11 Directors shall not use their position with the school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.
- 12 Directors, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

Conflict of Interest Policy

Purpose

The purpose of the conflict of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Definitions

Interested Person Any Director, School Leader officer, or member of a committee with Board-delegated powers who has a direct or indirect financial interest, as defined below, is an interested person

Financial Interest A person has a financial interest if the person has, directly or indirectly, through business, investment or family -- an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature

Procedures

Duty to Disclose In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board of Directors and members of committees with Board-delegated powers considering the proposed transaction or arrangement.

Determining Whether a Conflict of Interest Exists After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of Directors or committee meeting while the financial interest is discussed and voted upon. The remaining Board of Directors or committee members shall decide if a conflict of interest exists

Procedures for Addressing the Conflict of Interest An interested person may make a presentation at the Board of Directors or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest The Chairman of the Board or chairman of the committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement After exercising due diligence, the Board of Directors or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest

If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors or committee shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

Violations of the Conflicts of Interest Policy If the Board of Directors or a committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Directors or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action

Records of Proceedings The minutes of the Board of Directors and all committees with Board-delegated powers shall contain --

- *Names of Persons with Financial Interest* The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Directors' or committee's decision as to whether a conflict of interest in fact existed.
- *Names of Persons Present.* The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Compensation Committees

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

Annual Statements

Each Director, School Leader officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person --

- Has received a copy of the conflicts of interest policy.
- Has read and understands the policy
- Has agreed to comply with the policy
- Understands that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

- To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews

MANDATORY ATTACHMENT F: ENROLLMENT PROJECTION POLICY

	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-K	40	60	60	60	60
K	40	60	60	60	60
1	20	40	60	60	60
2	20	20	40	60	60
3		20	20	40	60
4			20	20	40
5				20	20
6					20
7					
8					
TOTAL	120	200	260	320	380

MANDATORY ATTACHMENT G: ENROLLMENT POLICY

19. Provide a summary of the school's Enrollment Policy. Provide a detailed Enrollment Policy as an attachment. The policy should include the following:

ARISE ACADEMY ENROLLMENT POLICY

a. Admission Requirements

There is only one requirement for admission to ARISE Academy. Students attending ARISE Academy must reside in Orleans Parish. There are no admission requirements based on past student performance or learning profile.

b Tentative dates for application

ARISE Academy will follow the common application period, as set forth by the RSD. However, ARISE Academy may have to be flexible on its application period due to the nature of the transformation process. If schools available for transformation are announced after the common application period, ARISE Academy will hold a one month application period once the transformation is announced.

c. Enrollment deadlines, Lottery date(s) and Procedures, Waitlist and Re-enrollment Procedures

Lottery

Should the number of applicants exceed capacity, a random selection process conducted by a third party not affiliated with ARISE Academy will be used to assign spaces to applicants. This lottery, if needed, will be held at the end of the common application period. All applicants, parents, and community leaders will be advised of the lottery, the procedures used in assigning students via the lottery, and the notification timeline for selected and non-selected students.

Students Preferentially Admitted to ARISE Academy

First preference for enrollment will be given to students returning to ARISE Academy who have been previously enrolled at ARISE Academy or at the school that is being transformed. These returning students will be assigned a space in the student's body if they choose to enter the school.

Second preference will be given to siblings of students already enrolled in ARISE Academy. For definition purposes, "siblings" are two or more children, related either by birth, by means of the same father or mother, or by legal adoption.

Waiting List

ARISE Academy will place applicants who are not selected for the entering class via the lottery on a waiting list. ARISE Academy will fully explain waiting list policies and procedures to parents of students who are offered a spot on the waiting list. This waiting list will be the only official document identifying the names of grade eligible students with applications to the charter school pending acceptance for the subsequent school year. Should spaces open up before or during the school year, the family of the student listed first on the waiting list will be contacted for enrollment. Should the parent or guardian of that child choose to not enroll their child in the school, the family of the next student on the list will be contacted and so on.

d. **Marketing and Recruitment Timeline and Plan**

Marketing

ARISE Academy's marketing will begin as soon as the charter application has been approved in order to expose the community to ARISE Academy's name and conceptual premise. ARISE Academy's board, leadership, and partner community organizations will begin publicizing the school's upcoming opening and acceptance of applications after approval and prior to start of the official recruitment period. Once the transformation site is announced, ARISE Academy will produce official advertising packets, flyers, brochures, and other promotional items for distribution at community events, houses of worship, high-traffic neighborhood centers, and door-to-door. Marketing will not terminate until the start of the school year, regardless if all seats in the entering class are assigned. This will allow ARISE Academy to develop its waiting list in case attrition is greater than anticipated and also to raise awareness about the ARISE Academy's philosophies and programs.

Recruitment

Recruitment of students for ARISE Academy will begin January 1 or when the RSD deems it is appropriate to recruit to the transformation site. Community involvement with ARISE Academy is important to our vision and to that end, every effort will be made to make recruiting and marketing strategies cognizant of garnering both parent interest and community buy-in. We firmly believe, and research shows, partnerships within a community strengthen the culture of a school and positively effect change in student outcomes. For this reason, school founders, board members, and founding staff will work within the community network to forge sustainable relationships that will support the school through recruitment and beyond. Information about the school will be disseminated through community organizations, at local events, and via media outlets. Strategies to recruit students will include:

1. Distribution of informational pamphlets at community events and meetings
2. Posting of signage with enrollment information
3. Advertising in community publications and radio
4. Door-to-door canvassing
5. Meetings with community leaders
6. Website production
7. Distribution of informational pamphlets to real estate agents, developers, and community support agencies

e. Sample enrollment forms and recruitment flyer

STUDENT ENROLLMENT FORM

Legal Last Name		Legal First Name		Legal Middle Name		Also known as	
Birth date (Month/Day/Year)		Gender M F		Birthplace City, State		Last Grade Completed (As of June, 2008)	
Ethnicity ☐ A-Asian ☐ I-American Indian or Alaskan ☐ B-Black, not Hispanic ☐ W-White, not Hispanic ☐ H-Hispanic ☐ Other				Primary Language Spoken in the Home ☐ English ☐ Spanish ☐ Other			
Primary Household Information							
Parent/Guardian #1 Last Name				First Name			
Parent/Guardian #2 Last Name				First Name			
Student's Current Address Street		City		State		Zip	
Mailing Address (if different)		Street		City		State Zip	
Primary Phone # (include area code)							
Secondary Phone # (include area code)							
Additional Phone # (include area code)							
Emergency Contact Information							
Primary Contact Last Name First Name		Relationship to Child		Phone #1		Phone #2	
Second Contact Last Name First Name							
Third Contact Last Name First Name							
Is there a joint custody or parenting plan in effect? ☐ Yes ☐ No (if yes, plan must be on file with the school for enforcement)							
Is there a restraining order in effect? ☐ Yes ☐ No (if yes, legal papers must be on file with the school for enforcement)							
Restraining order is against ☐ Mother ☐ Father ☐ Other _____							

NEW ORLEANS: A NEW DAY HAS BEGUN!



Passionately raising each child's academic, social and physical level in order to be successful in high school, college and the world beyond!

A- Achievement is the foundation upon an ARISE Academy education will be built. Through continuous assessment, data driven instruction, research based programs and the access to the world's top curriculums your child will achieve!

R-Respect. At ARISE Academy we respect all types of learners and all types of people.

I- Innovation is a cornerstone of the ARISE Academy education. We expect all students to develop strong critical and creative thinking skills. An ARISE academy scholar does not see a problem but an opportunity.

S- Service. At ARISE Academy we have an unwavering belief in the power of service. Service Learning is built into our curriculum and academic program.

E- Enthusiasm. We are passionate about life long learning and exhibit a positive mindset.

ARISE Academy will open in August 2009 with PreK-2nd grades and will be a no tuition public school open to all students in New Orleans!

If you have a child going into Pre-K through 2nd grade we urge you to contact us:

ARISE Academy

200 Broadway St.

New Orleans, LA 70118

505 520 9245

or visit us on the web at: www.ARISEacademy.org

MANDATORY ATTACHMENT H: STAFFING CHART

ARISE Academy Staffing Chart

	Year 1 2009-10	Year 2 2010-2011	Year 3 2011-2012	Year 4 2012-2013	Year 2013-14
Classroom Teachers	6	10	13	16	19
Music	1	1	1	1	1
Spanish	1	1	1	1	2
Art					1
PE				1	2
Instructional Aides	3	3	3	3	3
Total	11	15	18	22	28

	Year 1 2009-10	Year 2 2010-2011	Year 3 2011-2012	Year 4 2012-2013	Year 2013-14
School Leader	1	1	1	1	1
Director Of Operations	1	1	1	1	1
Student Support Coordinator	1	1	2	2	2
Dean of Culture	1	1	1	1	1
Curriculum/Instruction Facilitator				1	1
Office Manager	1	1	1	1	1
Total	5	5	6	7	7

MANDATORY ATTACHMENT I: PERSONNEL POLICY

It is the policy of ARISE Academy to recruit and hire “highly qualified” and state certified teachers, as dictated by state law and the No Child Left Behind act. It is our plan that at least 100% of the founding teachers hold state teaching certificates from Louisiana or from another state that holds reciprocity with the state of Louisiana. In the second year of operation, there will be no fewer teachers certified by the state board than was the case in the school prior to its transfer to the Recovery School District. Beginning in the fourth year of operation, every core subject will be taught by a teacher who is fully certified or in the process of completing certification.

ARISE Academy requires teachers to set goals for their teaching, reflect on their practice, and coach one another on best practices. ARISE Academy expects teachers to constantly improve in their content delivery, classroom management, student relationships, planning, and preparation. The role of the School Leader is to foster and coordinate the growth of excellent teaching, while ensuring the overall achievement of students.

Those teachers failing to adhere to the guidelines outlined above, or who fail to meet the specifications of the evaluation plan, will be subject to dismissal or may not have their employment renewed. All teachers must hold a valid teaching certificate or must be actively enrolled in a certification program. Additionally, teachers at ARISE Academy must have accomplished at least one of the following

- 1 Passed the state subject-specific licensing examination for his/her content area; or
- 2 Achieved National Board certification in his/her content area; or
3. Completed coursework equivalent to an academic major in a content area for every core academic subject the individual teaches; or
- 4 Earned a master's degree in his/her content area

a. procedures for hiring and dismissing school personnel;

Research has consistently shown that quality teachers have the most powerful impact on student academic performance. With this in mind, ARISE Academy will strive to recruit and retain the highest quality teachers and other school personnel for our students. The School Leader will review applications, interview, and make offers to potential ARISE Academy teachers. All final decisions for hiring will be made by the School Leader

The school will ensure the quality of the staff through the use of the following five-step process for selecting and hiring the most qualified candidate. Throughout the process, teachers will be evaluated on their belief in the ability of all children to learn at high levels, level of experience, instructional knowledge, critical thinking abilities, humility and self-awareness, communication skills, professionalism, motivation, and ability to motivate others. Once staff has been hired, potential new hires will be interviewed by a panel comprised of teachers, support staff, school leaders, and parents.

Step I: Candidate submits an application that includes a resume, cover letter, and essay questions discussing a candidate's personal values and professional teaching capacity

Step II: School Leaders will separate candidates into three categories

Very strong - receive an in-person interview

Good - scheduled for a 15-minute phone interview

Weak - sent an e-mail acknowledgment of their application. Follow-up is determined by school leader.

Step III.

1. If a candidate does well in either the in-person interview, School Leader will then ask faculty candidates for a sample lesson plan and set up a time to view teacher candidates in their classrooms or in mock classrooms.
2. Candidates who have had a successful phone interview must then successfully interview in-person to conduct a sample lesson or receive a classroom visit.
3. If the candidate has potential but would not be an appropriate hire at the time, his/her resume and interview notes will be filed in an internal database of individuals who, after more experience teaching or with additional training, may be a possible hire in the future

Step IV: If the lesson plan, teaching observation, and/or supplemental material demonstrate that the candidate is strong, school leader will then request references and may schedule additional formal or informal interviews

Step V If candidates have gone through the entire process successfully, ARISE Academy will make them an offer of employment. This offer will be contingent upon a background check, drug test, and reference check, and criminal history review in accordance with policies/procedures adopted by BESE concerning criminal history review for public school employees.

School staff will continually be coached and mentored throughout their employment at ARISE Academy. In meetings with the school leader, staff will be encouraged to pursue training and/or support for any challenges they face as educational professionals. All staff will be intimately familiar with the rules of conduct and ARISE Academy's expectations of employees. Staff will also be informed at the beginning of their employment of the ARISE Academy's disciplinary/performance notice and review procedures, and the ARISE Academy's right to draw-down staff in response to changing school needs. In the event that the ongoing method of coaching and is not successfully addressing the challenges or concerns, the steps for employee interventions are as follows:

1. Employee and School Leader will have a frank discussion of the employee's previous reviews, disciplinary record (if applicable) and the school's plan to terminate the employee upon continued negative incidents/unsatisfactory performance. The employee will be given an opportunity to formally respond to the school leader's position.
2. Upon continued negative incidents/unsatisfactory performance, review and investigate the employee's entire employment record with ARISE Academy. If the School Leader deems that dismissal is appropriate, ARISE Academy will commence termination of employment proceedings.
3. School leader will complete extensive documentation of the reason for termination, citing all applicable instances of poor performance, policy violations, and/or misfit with the ARISE Academy mission and values
4. School Leader will inform the employee of the decision to dismiss, ask for a letter of resignation, and establish a time frame for remaining service

5 Process all necessary paperwork to ensure employment paperwork is in order and employee has been properly informed of remaining benefits (i.e COBRA) they may or may not be eligible for.

6 Document all communications before, during, and after the dismissal and ensure compliance with all school, state and federal regulations regarding employment policies and proper termination.

7. If the employee wishes, they may petition the Board for review of the decision to dismiss the employee.

b. the school's policy for hiring and evaluation of teachers, key school administrators and other employees;

Hiring and Personnel Policies

Equal Opportunity Employment

ARISE Academy (ARISE Academy) is an equal opportunity employer and makes employment decisions on the basis of merit. ARISE Academy seeks to have the best available person in every job. ARISE Academy's policy prohibits discrimination based on race, color, creed, sex, marital status, age, national origin, physical or mental disability, medical condition, ancestry, religion, sexual orientation, or any other consideration made unlawful by federal, state or local law or ordinance or regulation. ARISE Academy is committed to complying with all applicable laws providing equal employment opportunities to individuals regardless of race, color, creed, sex, marital status, age, national origin, physical handicap, disability, medical condition, ancestry, religion or sexual orientation. This commitment applies to all persons involved in the operations of ARISE Academy and prohibits unlawful discrimination by any employee of ARISE Academy .

Reasonable Accommodation of Disability

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, ARISE Academy will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship to ARISE Academy would result. Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact the Director of Operations and request such an accommodation.

Harassment Statement of Policy

The ARISE Academy prohibits sexual harassment and harassment based on race, color, creed, sex, marital status, age, national origin, physical or mental disability, medical condition, ancestry, religion, sexual orientation, or any other consideration made unlawful by federal, state or local law or ordinance or regulation. ARISE Academy's anti-harassment policy applies to all persons involved in the operation of ARISE Academy and prohibits harassment by any employee of ARISE Academy , as well as by any person doing business with or for ARISE Academy

Prohibited harassment includes, but is not limited to, the following behavior: Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or

comments; Visual conduct such as derogatory and/or sexually-oriented e-mails, posters, photography, cartoons, drawings or gestures; Physical conduct such as assault, unwanted touching, blocking normal movement or interfering with work because of sex, race or any other protected basis; Threats and demands to submit to sexual requests as a condition of continued employment, or to avoid some other loss, and offers of employment benefits in return for sexual favors, and Retaliation for having reported or threatened to report harassment.

Individuals Covered Under This Policy

This policy covers all individuals in the workplace. The ARISE Academy will not tolerate or condone harassment, whether engaged in by co-workers, associates, vice presidents, managing directors, officers, clients, vendors or other non-employees who conduct business with the ARISE Academy. The ARISE Academy strongly encourages reporting of all incidents of harassment, regardless who the offender may be, or the offender's relationship to the ARISE Academy.

Reporting Unlawful Discrimination or Harassment

If an employee believes that he has been subjected to any form of unlawful discrimination or harassment, the employee is requested to report such incident(s). ARISE Academy will immediately undertake an investigation of the harassment allegations and attempt to resolve the situation. If ARISE Academy determines that unlawful harassment or discrimination has occurred, disciplinary action will be taken in accordance with the circumstances involved. Anyone determined by ARISE Academy to be responsible for unlawful harassment or discrimination will be subject to appropriate disciplinary action, up to and including termination. If appropriate, whatever action is taken against the harasser or discriminator will be made known to the complaining employee. ARISE Academy will not retaliate against an employee for filing a complaint or for participating in the harassment investigation and will not tolerate or permit retaliation by any member of ARISE Academy. ARISE Academy will endeavor to maintain confidentiality throughout the investigative process to the extent practicable and appropriate under the circumstances.

ARISE Academy encourages all employees to report any and all incidents of harassment or discrimination forbidden by this policy immediately so that complaints can be quickly and fairly resolved. Each employee should also be aware that the Federal Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing investigate harassment and/or discrimination in employment. If an employee thinks he has been harassed, discriminated against, or retaliated against for resisting or complaining, the employee may file a complaint with the appropriate agency.

Immigration Reform and Control Act

The Immigration Reform and Control Act of 1986 (IRCA) prohibits ARISE Academy from employing any person not legally authorized to work in the United States. In accordance with the requirement of IRCA, all persons commencing or resuming work after November 6, 1986, must submit to ARISE Academy documentation evidencing their right to work in the United States. Anyone submitting false documentation shall be immediately terminated. In fulfilling its obligations under IRCA, ARISE Academy reaffirms its commitment to comply with both state and federal non-discrimination laws. ARISE Academy does not discriminate on the basis of

citizenship Any questions concerning IRCA and the required documentation should be directed to the Director of Operations

Employee and Member Classifications

Full-Time Employees

Full-time employees are those employed to work regularly at least 30 hours per week All full-time employees and members are eligible for all benefits as described below These requirements will be explained to the employee at the time employment at ARISE Academy begins and this information will remain available during employment

Part-Time Employees and Members

Part-time employees are those employed to work regularly less than 30 hours per week Part-time employees and members do not participate in or receive benefits except as described below.

Temporary Employees

Temporary employees may work any number of hours up to and including full time Temporary employees are those employees who are generally hired through a temporary placement agency due to heavy workloads, special projects, or when a regular, full-time employee is on a leave of absence. Temporary employees do not participate in or receive benefits as described below

Non-Exempt Employees

Non-Exempt employees are covered by the overtime provisions of the Federal Fair Labor Standards Act and any applicable state laws. Non-exempt employees at the ARISE Academy are entitled to overtime pay for work in excess of forty (40) hours per week as described below.

Exempt Employees

Exempt employees are classified by ARISE Academy as exempt from the overtime provisions of the Federal Fair Labor Standards Act and any applicable state laws These employees include those who qualify as exempt administrative, executive, or professional employees.

Consultants

Consultants are individuals that work for ARISE Academy for a specified timeframe. Consultants do not participate in or receive benefits as described below.

Punctuality and Attendance

Punctuality and regular attendance are expected of all employees of ARISE Academy Employees should report to work as scheduled, on time and prepared to start work.

If an employee fails to report for work without any notification to his supervisor, and the absence continues for a period of three days, ARISE Academy will consider that such employee has abandoned his employment and has voluntarily terminated employment with ARISE Academy.

Workplace Safety and Health

ARISE Academy has an established policy of providing a safe work place for all employees based on current federal, state and local standards as well as proven "common sense" safety practices.

ARISE Academy strives to maintain working conditions which afford all employees and members a reasonable degree of comfort and protection from injury or dangerous situations while assuring orderly and efficient performance of duties.

However, it is only through the combined efforts and interest of all employees that we can continue to make ARISE Academy a safe place in which to work. Employees are expected to work safely, observe safety regulations, and report unsafe conditions. Any unsafe condition must immediately be reported to an administrator.

Smoking Policy

No smoking is allowed on school grounds

Drug-Free Workplace Policy

The ARISE Academy has an obligation to its employees, members, and clients to provide an environment that is free of illegal drugs and alcohol. Illegal drug use and alcohol abuse compromises employee productivity, threatens the quality of our services and invites the risk of injury or damage to ARISE Academy's property and employees. Possessing, consuming, selling, attempting to sell, or distributing illegal drugs, as well as, being under the influence of a controlled substance or alcohol during work hours, or on ARISE Academy's premises is strictly prohibited. ARISE Academy recognizes that there are times when the consumption of alcohol may be acceptable, for example, at a ARISE Academy holiday party. Only the moderate and limited use of alcohol is acceptable on such occasions. Employees are expected to remain responsible, professional and sober at all times. Desks, storage areas, work areas, lockers, and file cabinets are ARISE Academy's property and must be maintained according to this policy. All such areas must be kept clean and are to be used only for work purposes. ARISE Academy reserves the right, at all times, and without prior notice, to inspect any and all property for the purpose of determining if this policy or any other ARISE Academy policy has been violated. Such inspections may be conducted during or after business hours and in the presence or absence of the employee. All containers, including but not limited to bags, boxes, purses, briefcases, lunch containers, etc. brought on to the ARISE Academy premises are subject to ARISE Academy's inspection at any time a ARISE Academy representative has a reasonable suspicion that this policy has been violated and such inspection is reasonably necessary in the investigation of such violation(s). Violations of this policy will result in disciplinary action, up to and including termination.

Employee Evaluation

School Leader

The School Leader will be evaluated annually by the Board according to the following criteria.

1. Student academic achievement as indicated by standardized test scores
2. School organizational viability, including financial health and ongoing parental demand
3. Demonstrated organizational growth, including professional development and improvements in systems and infrastructure
4. Acquisition and retention of outstanding faculty
5. Progress towards goals outlined in the charter application, the school's accountability plan and any other strategic goals set by the Board and the School Leader

6. Effectiveness in working with the board

Teachers

ARISE Academy requires teachers to set goals for their own teaching and reflect on their own practice as well as coach one another on best practices around content delivery, classroom management, student relationships, planning, and preparation

ARISE Academy will establish clearly defined criteria for performance reviews that include

1. Commitment to ARISE Academy's mission and goals,
2. Successful implementation of the curriculum and educational philosophy;
3. High level of professionalism;
4. High level of accomplishment; and
5. Effective participation in ARISE Academy's professional development and team meetings

Tools to be used in the evaluation process include.

1. Written evaluations based on classroom observations;
2. Self-evaluation completed by teacher being evaluated;
3. Student performance on major assessments, and
4. Feedback from parents

Those teachers failing to adhere to the guidelines outlined above and/or failing to meet the specifications of the evaluation plan, will be subject to dismissal or may not have their employment renewed.

c. a complete job description and responsibilities for all staff members;

School Leader

Position Summary

The School Leader of ARISE Academy will be directly accountable to the Board of Trustees for the school's academic success, rigorous culture, mission advancement, financial stability and organizational viability. This person will be the school's leader with complete administrative oversight

Job Expectations

The School Leader's responsibilities are expansive. As the leader of the school, the individual who assumes the School Leader's position must be prepared to carry many different roles. This position includes management of all areas of the school from academic achievement to personnel management and financial oversight. Specifically, the key expectations for this position are the following.

1. Embody, advocate and advance the mission, vision and strategic direction of the school
2. Create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and administrators
3. Demonstrate a strong passion for education and youth mentorship by developing mission driven programs and policies

4. Provide leadership and empower staff to achieve both measurable and intangible academic deliverables
5. Achieve dramatic and consistent improvement in student academic performance
6. Recruit, appoint, support, manage, and evaluate the school staff
7. Manage and allocate the finances of the school (budget, cash flow, development, grants, contracts, bonuses, etc) prudently and efficiently to maximize student achievement
8. Lead and resource the application process for governmental funding, including grants
9. Interface with community and business leaders to achieve academic, marketing, and financial goals for the school and to share best practices
10. Provide leadership and resources to ensure regulatory compliance
11. Mediate and manage school-related conflicts
12. Communicate as the primary spokesperson for the school and advocate to all external audiences including investors, media, community partners, government, organizations, and local leaders

Qualifications

1. Strong commitment to the mission and vision of ARISE Academy
2. Experience in education, strategic planning, staff development
3. Proven effectiveness in community relationships and acquiring sponsorship from private sectors
4. Knowledge of educational and regulatory compliance at all governmental levels
5. Demonstrated ability to communicate performance data, strategies, and metrics effectively to a broad audience
6. Solutions-oriented strategic thinker who has overcome complex organizational challenges
7. Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
8. Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
9. Teaching experience in urban areas with measurable success
10. Openness to feedback, willingness to take personal responsibility, and desire to learn from others

Dean of Curriculum and Instruction

Position Summary

The Director of Curriculum and Instruction will be primarily responsible for the articulation and implementation of the ARISE Academy curriculum, instructional, and assessment programs.

Job Expectations

Responsibilities and expectations include.

1. Embody, advocate and advance the mission, vision and strategic direction of the school
2. Monitor and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and administrators
3. Along with the School Leader, Implement the school's academic standards, benchmarks, assessments, and curriculum to align with state and national standards
4. Achieve dramatic and consistent improvement in student academic performance
5. Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators in an easily accessible format

- 6 With the School Leader, recruit, interview, select, evaluate, and retain outstanding faculty members
- 7 Support the professional development and growth of faculty
8. Administer, teach and lead professional development when appropriate
- 9 Monitor, and sustain a disciplined culture of high academic and behavioral standards
10. Observe teachers on a daily basis and provide detailed feedback both written and oral, formal and informal
- 11 Teach an Advisory and serve as the primary substitute teacher

Qualifications

1. Strong commitment to the mission and vision of ARISE Academy
2. At least 3 years teaching experience preferred in urban areas with marked success and quantifiable and objective student performance gains that surpass state averages
3. Experienced in instructional leadership, strategic planning, and staff development
- 4 Motivational and energetic leader who is committed to excellence
5. Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
- 6 Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
7. Proven ability to work collaboratively with a diverse team of teachers
8. Exceptional speaker, writer and editor, especially of lesson plans, unit plans, and other curricular materials
- 9 Strong knowledge of curriculum for sixth through twelfth grade students
10. Energy and entrepreneurial spirit for a start-up charter school

Teacher

Position Summary

ARISE Academy seeks teachers in the following areas: Reading, Writing, Math, Science, History, Foreign Language (Spanish) and Physical Education

Job Expectations

ARISE Academy's environment welcomes teachers who are relentless in their aim to see student growth and who want to hone their skills as effective teachers in the classroom. Responsibilities and expectations include:

- 1 Teach at least four classes each day
- 2 Teach an advisory period
3. Tutor at least two days after school
4. Document all syllabi, lesson plans, assignments, and other curricular materials
5. Work closely with the Director of Curriculum and Instruction and the Student Support Coordinator to develop and implement strategies for all students to reach success
- 6 Reinforce school-wide rules and expectations in the classroom and lesson plans
7. Communicate effectively and maintain strong relationships with students, families and colleagues
8. Assist in the design and implementation of research-based curriculum

- 9 Maintain the school culture of high academic and behavioral expectations through continuous reflection
10. Use the detailed data analysis of student performance to inform effective instructional practices
- 11 Assist in student arrival and departure, transitions between class periods, and lunch periods
- 12 Complete other tasks as assigned by the School Leader or Director of Curriculum and Instruction

Qualifications

1. Firm belief in the ability of *all* students to achieve at high levels, and high expectations for low-income children to become college ready and attend selective universities.
2. Successful manager of an urban classroom who has used structure, incentives, and high expectations to drive student success
3. Experienced classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages
4. Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting
5. Demonstrated ability to work well in a team, especially with parents and community members
6. Self-reflective and analytical problem solver
- 7 Basic understanding of data analysis
8. Minimum three years of urban teaching preferred
9. Certification in the subject area to be taught preferred
- 10 Advanced degrees in education or content area preferred

Director of Operations

Position Summary

The Director of Operations will be primarily responsible for the administration of ARISE Academy's business transactions. The School Leader will directly supervise the Director of Operations.

Job Expectations

The Director of Operations will ensure that all of the financial operations are aligned with the school's mission and corresponding regulations. The Director of Operations will assist in the development of financial systems and structures to meet the school's expectations.

Responsibilities include:

1. Embody and advocate the mission, vision, and strategic direction of ARISE Academy
2. Oversee compliance with all federal and state financial reporting requirements
- 3 Create, monitor, and sustain high standards of financial management and oversight with regards to budgets, cash flow statements, expenditures, revenues, payroll, taxes etc.
- 4 Handle all school finances, including paying bills, overseeing purchase orders, and payroll
- 5 Prepare for annual audit
6. Handle all personnel paperwork including all benefits offered by the school, W2s, disability, family leave, etc.
7. Ensure compliance with all employment and records management law

- 8 Report all pertinent data to administrative team and Board of Trustees
9. Manage grants, disbursements, guidelines and reporting in conjunction with administrators and faculty
10. Manage the bidding and contracting process for facility development, as necessary
11. Coordinate the purchase of goods and services for the school
12. Provide the bookkeeping services for the school
13. Prepare day-to-day accounting processes of the school, including general ledger, accounts payable and receivable, cash receipts and disbursements, payroll benefits, and taxes
14. Complete other projects as assigned by the School Leader

Qualifications

1. Commitment to ARISE Academy's mission and organizational success
2. Results-driven business leader with experience in, and commitment to, operational and financial excellence and the use of data and assessments to drive operational and financial decisions
3. Five years of experience in operations, accounting, and/or finance preferred
- 4 Experience in managing accounting systems in an educational setting preferred
5. Advanced technological proficiency in financial management software and Microsoft Excel
- 6, Ambition and desire to grow as a leader
- 7, Entrepreneurial spirit
8. Personal and professional integrity

Student Support Coordinator

Position Summary

The Student Support Coordinator is accountable for the success of all students. However, the Student Support Coordinator will focus primarily on meeting the needs of special education students through the use of integrated comprehensive services

Job Expectations

ARISE Academy's philosophy is that all students can learn. The Student Support Coordinator must believe in that fundamental tenet and be fully prepared to achieve it through robust and differentiated teaching strategies. The Student Support Coordinator will work closely with teachers and families to determine and implement the strategies that are most conducive to individual student's learning capabilities. Responsibilities and expectations include

- 1 Work closely with the Director of Curriculum and Instruction to develop the strategies and processes to assist students with exceptionalities in achieving at high levels
- 2 Embody, advocate and advance the mission, vision and strategic direction of the school
3. Achieve dramatic and consistent improvement in academic performance of students with exceptionalities
4. Support and lead professional development and growth of faculty, especially with regard to special education
- 5 Comply with all relevant local, state and federal regulations governing students with exceptionalities

6. Provide all relevant data, reports and information to the administrative team
7. Maintain a log of all students on IEPs and 504s and follow all mandated timelines
8. Coordinate School Building Level Committees and review of student IEPs and offer detailed recommendations on successful techniques for meeting accommodations
9. Coordinate and review screening/intake assessments of new students
10. Develop flexible groups for students within individual classes with the assistance of teachers
11. Confer with parents, administrators, testing specialists, social workers, and professionals to develop IEPs designed to promote students' academic, physical, and social development
12. Employ special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory
13. Meet with parents and guardians to discuss their children's progress, and to determine their priorities for their children and their resource needs

Qualifications

1. Certified as Special Education teacher
2. Strong commitment to the mission and vision of ARISE Academy
3. Experienced in education, strategic planning, and staff development
4. Motivational and energetic leader who is committed to excellence
5. Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
6. Teaching experience in urban areas with measurable success through student performance gains that surpass state averages
7. Proven ability to work collaboratively with a diverse team of teachers
8. Analytical problem-solver and solutions-oriented strategic thinker who has overcome difficult organizational challenges
9. Exceptional speaker, writer and editor, especially of lesson plans, unit plans, and other curricular materials
10. Strong knowledge of curriculum for sixth through twelfth grade students
11. Technological proficiency with a basic understanding of statistics, regression and data analysis
12. Energy and entrepreneurial spirit for a start-up charter school
13. Professional demeanor, strong work ethic, detail-driven work style with excellent organizational skills
14. Ability to prioritize, multi-task, delegate, and lead by example
15. Three to five years of urban teaching and educational leadership experience is preferred
16. Masters level advanced degree preferred

Dean of Students

Position Summary

The primary role of the Dean of Students is to support ARISE Academy's students and families through effective and constant communication, dissemination of information, and fair enforcement of school policies and procedures.

Job Expectations

The Dean of Students is responsible for dealing with student needs, building and maintaining parent relationships, and the character development of our students. The Dean of Students is an important member of the administrative team. Responsibilities and expectations include:

1. Embody and believe in the mission and values of ARISE Academy
2. Provide all relevant data, reports and information to the administrative team
3. Organize, help administer and serve as a liaison to the Parent Involvement Committee
4. Sustain and monitor a safe, orderly, disciplined culture of high academic and behavioral standards
5. Communicate with all families on a regular and consistent basis
6. Assist in the development of structures and systems to assist in building consistency within the school, and serve as the lead point of contact for culture building, student counseling, and discipline management
7. Lead community meetings, school culture meetings, and other committees
8. Provide specific professional development to the rest of the faculty when appropriate
9. Coordinate disciplinary systems including paychecks, merits, demerits, in-school suspensions
10. Evaluate behavior through detailed data analysis of student and teacher performance on a wide variety of metrics and present the data to school constituencies in an easily accessible format
11. Provide the necessary support to faculty so that they can help administer the school's policies
12. Organize and coordinate the end of the year trips for each prospective grade level
13. Oversee Homework Center, Saturday School, and detentions
14. Teach an advisory period
15. Complete other tasks assigned by the School Leader

Qualifications

1. Strong commitment to the mission and vision of ARISE Academy
2. Experienced in education, strategic planning, and communication techniques
3. Experience with youth programs, successfully working with urban youth
4. Motivational and energetic leader who is committed to excellence
5. Unwavering in pursuit of excellence even in the face of difficult opposition and challenge
6. Teaching or administrative experience in urban areas with measurable success
7. Proven ability to work collaboratively with a diversity of people
8. Exceptional public speaker and writer
9. Strong knowledge of curriculum for sixth through twelfth grade students
10. Energy and entrepreneurial spirit for a start-up charter school
11. Professional demeanor, strong work ethic, detail-driven work style with excellent organizational skills
12. Three to five years of urban teaching and educational leadership experience is preferred
13. Masters level advanced degree preferred

Office Manager

Position Summary

The Office Manager is responsible for the daily operations of the front office, under the general supervision of the School Leader

Job Expectations

The role of a strong Office Manager is imperative in the overall success of ARISE Academy. This person will be in direct communication with all of the school's stakeholders and will maintain the infrastructure needed to support a school of systems, structures, and successes.

Responsibilities and expectations include.

1. Believe in the school mission that all students should be prepared to access college and professional careers
- 2 Exhibit strong reception skills, including answering phones, door, and mail correspondence
3. Collect and enter data into administrative databases
4. Serve as a general office manager by ordering, managing, and maintaining inventory of school supplies
- 5 Independently, or in accordance with general instructions, compose correspondence concerning a wide range of subjects requiring a thorough knowledge of policies, regulations, and operational procedures
6. Collect and enter student attendance and make follow-up calls with families
7. Coordinate school mailings
- 8 Coordinate daily homework hotline and detentions
- 9 Track, maintain and report accurate database of student paychecks, merits, and demerits
- 10 Review and edit documents to ensure consistency with policies, regulations, operational procedures, formatting, grammatical construction and punctuation
- 11 Help coordinate special events
- 12 Maintain school calendar
13. Contact parents and emergency assistance agencies in the case of serious illness or injury
- 14 Create systems to file all important school documents
15. May take notes in meetings and conferences and prepare accurate summaries
- 16 Complete other responsibilities as the School Leader, Director of Curriculum and Instruction or Director of Operations may request

Qualifications

1. College degree preferred
2. Previous experience as an administrative assistant or office manager (preferably three or more years)
- 3 Proficiency in all Microsoft applications
- 4 Proper English usage, grammar, spelling and punctuation
- 5 Knowledge of modern office methods and equipment, including computer terminals, hardware, software, printers, copiers, and telecommunications (fax, phone, e-mail)
6. Well developed organizational skills
7. Effective oral and written communication skills
8. Ability to compose correspondence independently
9. Ability to apply policies and procedures related to assigned duties and responsibilities
10. Prior experience in urban communities preferred
- 11 Positive attitude and strong work ethic

d. procedure regarding the implementation of LA-R.S. 15:587.1 and SBESE Policy for Charter Schools Relative To Criminal Offenses;

No person who has been convicted of or has pleaded nolo contendere to a crime listed in LA- R.S. 15:587.1(C) shall be hired by ARISE Academy for a position of supervisory or disciplinary authority over school children unless approved in writing by a district judge of the parish and the district attorney. For the purposes of this paragraph, any person employed to provide cafeteria, transportation, or janitorial or maintenance services by any person or entity that contracts with a school or school system to provide such services shall be considered hired by ARISE Academy.

No person employed or otherwise associated with ARISE Academy, including any contact person listed on the charter school application or any member of the management board, who has been convicted of or has pleaded nolo contendere to a crime related to misappropriation of funds or theft shall be engaged in direct processing of charter school funds.

ARISE Academy shall adhere to all policies/procedures adopted by SBESE concerning criminal history review for public school employees, as well as other persons associated with the charter school who are engaged in direct processing of charter school funds.

A criminal history review through the Louisiana Department of Public Safety and Corrections, Office of State Police, Bureau of Criminal Identification, will be administered as part of the hiring process for all ARISE Academy employees. The criminal history review shall include a fingerprint check and simultaneous FBI check. All costs associated with the criminal history review shall be the responsibility of SARISE Academy, although the school may assign the responsibility to those persons undergoing the criminal history review.

Prior to hiring any employee, ARISE Academy will request in writing that the Louisiana Bureau of Criminal Identification and Information supply information to ascertain whether an applicant for employment as a teacher, substitute teacher, bus driver, substitute bus driver, janitor, or any other school employee who might reasonably be expected to be placed in a position of supervisory or disciplinary authority over school children, has been convicted of, or pled nolo contendere to, any one or more of the crimes enumerated in R.S. 15:587.1.

1. The request will be on a form prepared by the bureau and signed by a responsible officer or official of ARISE Academy.

2. It will include a statement signed by the person about whom the request is made which gives his or her permission for such information to be released and must include the person's fingerprints in a form acceptable to the bureau.

3. A person who has submitted his or her fingerprints to the bureau may be temporarily hired pending the report from the bureau as to any convictions of, or pleas of nolo contendere to, by the person to a crime listed in R.S. 15:587.1.

4. No person who has been convicted of or has pled nolo contendere to a crime listed in R.S. 15:587.1 shall be hired by ARISE Academy as a teacher, substitute teacher, bus driver, substitute bus driver, janitor, or as any school employee who might reasonably be expected to be placed in a

position of supervisory or disciplinary authority over school children unless approved in writing by a district judge of the parish and the parish district attorney.

5. The statement of approval shall be kept on file at all times by the school and shall be produced upon request to any law enforcement officer

6. Not later than 30 days after its being placed on file by the school, the School Leader shall submit a copy of the statement of approval to the State Superintendent of Education.

7. ARISE Academy shall dismiss any permanent teacher or any other school employee having supervisory or disciplinary authority over school children, if such teacher or other employee is convicted of, or pleads nolo contendere to, any crime listed in R.S. 15:L587.1(c) except R.S. 14:74

8 ARISE Academy may reemploy a teacher or other school employee who has been convicted of, or pled nolo contendere to, a crime listed in R.S 15:L587.1(c), except R.S 14 74, only upon written approval of the district judge of the parish and the district attorney or upon written documentation from the court in which the conviction occurred stating that the conviction has been reversed, set aside, or vacated.

9. Any such statement of approval of the judge and the district attorney and any such written documentation from the court shall be kept on file at all times by the school and shall be produced upon request to any law enforcement officer

10 Not later that 30 days after its being placed on file by the school, the School Leader shall submit a copy of any such statement of approval or written documentation from the court to the state superintendent of education.

e. any employment benefits, including retirement, offered;

Holiday Policy

Full-time employees are eligible for the following paid holidays each year

1. New Year's Day
2. Martin Luther King Jr 's Birthday
3. Memorial Day
4. Mardi Gras (Mon-Wed)
5. Independence Day
6. Labor Day
7. Thanksgiving (Thurs-Fri)
8. Year End Break (Dec 24-Dec31)

ARISE Academy, at its discretion, may change the holiday schedule Non-exempt employees who are required to work on a holiday will be paid time and a half for all hours worked on the holiday. Paid time off for holidays is not counted as hours-worked for purposes of calculating overtime. If a holiday occurs when an employee is using paid time off, the employee will be paid for the

holiday instead of paid time off. Employees are not paid for holidays that occur during an unpaid leave of absence.

Leave Policies

Definition of Terms Used in Leave Policies

“Immediate Family” refers to a child, parent or spouse of the employee “Child” means biological, adopted, foster or stepchild, or legal ward of the employee.

“Parent” refers to a biological, adopted, foster or stepparent, or parent-in-law of the employee
“Spouse” means the person to whom the employee is married or the domestic partner of the employee.

“Serious Health Condition” is defined as an illness, injury, impairment, or physical or mental health condition that involves either inpatient care in a medical facility, or continuing treatment by a healthcare provider that includes a period of incapacity, subject to certain other limitations. “Serious Health Condition” does not include short-term conditions for which treatment and recovery are very brief

Paid Time Off (PTO) - Full-time employees are eligible to use paid time off as described in this policy. Full- time support staff and twelve-month academic staff accrue PTO in accordance with the following schedule (Part-time, temporary and contracted employees are not eligible for paid time off.) PTO may accrue to a maximum of 25 days

Years of Employment	Annual PTO Accrual (12-month Employee)	Annual PTO Accrual (11-month Employee)
1-2	15 days	10 days
3-9	20 days	15 days
10 or more	25 days	20 days

To schedule planned absences, employees should request advance approval from the School Leader. Requests will be reviewed based on a number of factors, including school needs, staffing requirements, and scheduled absences of other employees Due to the educational needs of ARISE Academy students, planned absences in excess of two days during the school year are not regularly granted

If a recognized holiday occurs while an employee is using PTO, the day will count as a holiday and not as PTO PTO does not accrue while the employee is on an unpaid leave of absence Upon termination of employment, employees will be paid out for all accrued PTO

Medical and Life Insurance

ARISE Academy provides all full-time employees with medical insurance and a life insurance coverage. Employees will share the cost of these benefits at a rate that is aligned with policies maintained by other local public schools. These benefits are effective as of the employee's date of hire at ARISE Academy. The eligibility requirements for the specific coverage, eligibility periods and benefits payable under the plans offered by ARISE Academy are described in insurance brochures, which may be obtained from the Director of Operations. Coverage may change from time to time.

Dental Insurance

ARISE Academy also provides dental insurance for its full-time employees and members and their spouses and dependents. Coverage under this plan is effective on the date of hire at ARISE Academy. A full description of the benefits provided under ARISE Academy's dental plan are outlined in the dental insurance provider's brochure, which may be obtained from the Director of Operations.

Vision Services Plan

ARISE Academy also provides coverage for vision for its full-time employees and their spouses and dependents. This coverage becomes effective on the date of hire at ARISE Academy. Details about this plan may be obtained from the Director of Operations.

Long Term Disability Insurance

ARISE Academy offers a long-term disability insurance coverage that is available to all full-time employees and members. A full description of the benefits provided under ARISE Academy's disability plan are outlined in the disability insurance provider's brochure, which may be obtained from the Director of Operations.

403(b) Plan

ARISE Academy provides a 403(b) plan for all regular full-time employees and members who are 21 years of age or older. An employee or member becomes eligible to participate in the 403(b) on his date of hire. Contributions to the 403(b) are made by way of salary deferrals. Contributions to the 403(b) are made at the sole discretion of the employee up to the maximum amount allowed by federal law. Employer matching benefits are offered, and ARISE Academy maintains a vesting schedule for retirement benefits—details about this plan may be obtained from the Director of Operations. ARISE Academy does not participate in the Teacher Retirement System of Louisiana (TRSL).

Worker's Compensation

ARISE Academy provides worker's compensation insurance for all employees as required by law. Please contact the Director of Operations if any information is needed regarding what claims may be covered and the manner in which claims may be made. All employees should promptly report to the Director of Operations any injuries suffered as a result of employment activity at or on behalf of ARISE Academy. Failure to report an injury promptly may result in loss of benefits. Neither ARISE Academy nor its insurer will be liable for the payment of worker's compensation benefits for any injury that arises out of an employee's voluntary participation in any off-duty

recreational, social, or athletic activity that is not part of, required by, or an expected part of the employee's work-related duties.

Separation From Employment

Upon termination of employment from ARISE Academy, the employee will be required to return all supplies, keys, and other ARISE Academy property. The Director of Operations will provide the employee with information regarding any conversion or continuation rights to ARISE Academy benefits. The Director of Operations will also provide documentation and explain the employee's and his or her dependents' rights to continue group medical benefits under the federal statute commonly referred to as COBRA. An employee whose employment is terminated will be entitled to payment in lieu of unused and accrued paid time off earned up to the date of termination.

f. salary ranges for all employees; and

ARISE Academy

Salary Ranges for 2009-2010

Classroom Teacher	\$48,000
Music	48,000
Spanish	48,000
Instructional Aide	25,000
School Leader	90,000
Student Support Coordinator	50,000
Director of Operations	62,000
Dean of Culture	50,000

g. plans for collective bargaining.

Any collective bargaining agreement entered into by the local school district or local teachers union shall not apply to ARISE Academy.

MANDATORY ATTACHMENT I: CODE OF CONDUCT

Our code of conduct at ARISE is comprised of the following elements, and the questions guide choices and decisions:

- **Safety:** Are my actions safe for myself and others?
- **Respect:** Do my actions show respect for myself, my peers and my school?
- **Honesty:** Do my words and actions represent the truth?
- **Responsibility.** Do my actions meet with the expectations to take care of myself and be a dependable member of the community?
- **Courtesy.** Do my actions help make this a nice place where people feel welcome and accepted, and where they can do their work?

Code of Conduct

For my safety and that of others

- I am expected to come to school on time and remain there unless I have the permission of my parents and the school authorities to leave.
- I am expected to be aware of all rules and regulations for student behavior and obey them.
- I am expected to obey state laws and school rules when riding my bicycle or walking to school
- I am expected to follow the all safety rules on the bus and follow directions from the driver the first time
- I am expected to walk in and around the buildings
- I am expected to walk one step at a time on the right side when going up or down stairs.
- I am expected to limit my play to the playground
- I am expected to push in my chair when I am away from my seat
- I am expected to keep the chair flat on the floor when I am seated.
- I am expected to use school equipment as I have been taught.
- I am expected never to bring any weapon, sharp object or anything that can harm myself, a fellow student or staff member to school
- I am expected to keep my hands and my feet to myself

To protect my property and that of others

- I am expected to protect the school buildings, grounds, and equipment from damage, litter, graffiti and misuse
- I am expected to place all trash in the trashcan
- I am expected to always have a pass when I am outside of the classroom
- I am expected to leave places in school cleaner then I found it

To protect my rights and those of others

- I am expected to be as quiet as possible around classrooms so as not to disturb classes in session
- I am expected to raise my hand and wait to be called on before I speak.
- I am expected to use kind words
- I am expected to use only those materials assigned to me or belonging to me or shared with me by the owner.

- I am expected to refrain from bullying behaviors: physical hurting (hitting, kicking, pushing, etc.), verbal hurting (taunting, name calling, threatening, malicious teasing, etc.), or psychological hurting (spreading rumors, intimidation, social exclusion, etc.).
- I am expected to refrain from using disrespectful, indecent or obscene gestures and/or profane or vulgar language
- I am expected to be respectful and helpful to fellow students and adults.
- I am expected to respect differences and never use ethnic, racial or homophobic slurs,

Our discipline program aims at encouraging children to make appropriate choices in a climate of warmth and support. The following four general rules cover all of the above “expectations” and govern behavior at Success Preparatory Academy:

1. Follow directions of all adults, teachers, and yard supervisors the first time.
2. Use equipment and school property appropriately to maintain a safe environment.
3. Stay in designated areas assigned by a Success Prep staff member.
4. Use no inappropriate language or behavior: swearing, teasing, backtalk, or disrespectful behavior to others

Due Process

All Success Preparatory Academy students are afforded the due process rights required by Goss v. Lopez, 419 U.S. 565 (1975). Due process shall be defined as fair and reasonable approaches to all areas of student grievances and discipline on the part of all school officials in order not to arbitrarily deny a student the benefits of the instructional process. Parents of students with disabilities who disagree with the long-term removal for disciplinary reasons have the right to request a due process hearing. The Board of Directors will preside over any disciplinary appeal with a Special Education teacher present to assess the student’s violation and the relationship to the student’s exceptionalities, thus ensuring no student is disciplined for a challenge identified in the student’s IEP or 504 Plan.

Procedures for Disciplinary Action: Short-Term Suspension

If a student commits an offense that calls for short-term suspension (10 days or less), the student is subject to the following.

- If necessary, the student is immediately removed from class and/or school
- The student is entitled to respond to the charges against him/her
- The School Leader addresses the conduct and assigns an appropriate consequence
- The parent/guardian is notified by phone to schedule a conference with the School Leader
- A parent or guardian will be required to meet with both School Leaders regarding the infractions prior to a student’s return to school

Procedures for Disciplinary Action: Long-Term Suspension

If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken.

- If necessary, the student is immediately removed from class and/or school;
- The parent/guardian is notified by the School Leader and/or his/her designee;

- The school sets a hearing date, the student and/or his parent/guardian are notified in writing of the charges and a statement of the evidence; date, time and place of a hearing; and notice of the right at the hearing to be represented by legal counsel (at the student's/parent's own expense) and present evidence and question witnesses,
- After hearing the case, the School Leader issues a written decision to be sent to the student, the parent/guardian, the school's Board of Directors, and the student's permanent record;
- Any student who is expelled or given a long-term suspension (more than 10 days) has the right to appeal the decision in writing to the Board of Directors within 10 days of the date of expulsion;
- Any appeal is heard, at the discretion of the Board Chair, by the School Leader or by a Board of Directors subcommittee (of one or more Directors designated by the Board Chair); in such a case, the school sets a hearing date and the student and/or his/her parent/guardian are notified in writing of the charges and a statement of the evidence; date, time and place of a hearing; and notice of the right at the hearing to be represented by legal counsel (at the student's/parent's own expense) and present evidence and question witnesses

Expulsion

1. Expulsion is defined as a removal from all regular school settings for a period of not less than one school semester
2. Any student after being suspended for committing any of the offenses cited in R S 17:416 may be expelled, upon recommendation from the School Leader. The School Leader shall immediately suspend and recommend for expulsion a student who is found **carrying or possessing a firearm, a knife the blade of which equals or exceeds two inches in length, or another dangerous instrumentality, or who possesses, distributes, sells, gives, or loans any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law, in any form.**
3. Any student who has been suspended on three occasions for committing any of the above offenses during the same school year shall on committing the fourth such offense be expelled from all public schools within the Recovery School District until the beginning of the next regular school year.

Expulsion Hearing by Superintendent or Designee. A hearing shall be conducted by the RSD superintendent or his/her designee by request of school administration for all recommendations for expulsion

1. Upon the recommendation by the School Leader for the expulsion of a student, a hearing shall be conducted by the superintendent or his/her designee to determine the facts and make a finding of whether the student is guilty of conduct warranting the recommendation of expulsion
2. The student will be informed of the particular misconduct of which he/she is accused and will be given the opportunity to defend his/her actions. The student may be represented by a person of the student's choice.
3. The School Leader or concerned teacher shall be permitted to attend the hearing and shall be permitted to present information the teacher believes relevant
4. Until the date of the hearing, the student shall remain suspended from school and all Louisiana Recovery School District- related school activities

5. A hearing shall be held for special needs student when misconduct is not a manifestation of the student's disability. The relevant disciplinary procedures applicable to students without disabilities may be applied in the same manner, except that a Free Appropriate Public Education (FAPE) must be provided after the tenth day of removal, consecutive or cumulative.
6. Upon conclusion of the hearing, the superintendent or designee shall determine whether such student shall be expelled or if other corrective or disciplinary action shall be taken
7. Records shall be maintained and made available upon request.

Appeal of Expulsion

1. The parent, tutor or guardian may, within five days after the decision is rendered, request the state Board of Elementary and Secondary Education (SBESE) to review the findings of the superintendent or his/her designee at a time set by the board; otherwise, the decision of the superintendent or his/her designee will be final.
2. If requested, and after reviewing the findings of the superintendent or his/her designee, SBESE may affirm, modify or reverse the action previously taken.
3. The time for the hearing shall be set by the Louisiana Recovery School District New Orleans
4. Any student convicted of a felony or who is incarcerated in a juvenile institution for an act which, if committed by an adult would have constituted a felony, may be sufficient cause for the Superintendent to refuse admittance of said student to any Recovery School District school

Positive Reinforcement System

THE PAYCHECK – ARISE Bucks

The paycheck system at ARISE Academy is a school-wide positive reinforcement management system intended to empower students to make good choices every moment of every day so that they will inherently and experientially learn that when you do good things, good things happen. The paycheck system also is intended to reinforce our expectations and promote the internalization of our school values and culture. It has four main components: **Citizenship, Class Participation, Organization, and Homework.**

For each class, excluding lunch and study hall, students can earn dollars in each of these categories

Participation bucks are earned by slanting, being actively involved as a *scholar*, raising hands, talking at appropriate times, following directions, staying in your seat, and being *prepared* for class.

Citizenship bucks are earned for *respecting* yourself, teammates, teacher, and anyone else in the classroom at the time. Students are expected to use appropriate tone and body language. To earn citizenship points, students must contribute to a *safe* learning environment by keeping their hands to themselves and respecting personal space of others. They must find peaceful, effective solutions to conflicts, and maintain a positive attitude. Students will also earn bucks for exhibiting and modeling our values of service, enthusiasm, leadership, lifelong learning and achievement.

Organization bucks are earned by coming to class on time, being in proper uniform, maintaining *responsibility* for personal items and school supplies, meeting transition expectations, meeting the teacher's classroom expectations for organization of materials, etc., and being physically present for 99% of class time.

Homework bucks are earned for each piece of completed homework. In order to earn homework dollars, the homework must not only be completed in its entirety (no shortcuts), but in addition must have proper heading and parent/guardian signature. No dollars are earned for incomplete homework

It is the responsibility of the homeroom teacher to maintain daily beam buck totals for the students in his/her advisory. By the end of a regular 5 day week, students will have had the opportunity to earn up to \$100 ARISE Bucks, which they can then spend in the school store

The paycheck also serves as a way to track a student's behavior. Copies of students' paychecks should be kept by the homeroom teacher and used as a reference when discussing a student's conduct. This will help teachers to find trends in a student's behavior. For example, if a student is not earning his/her participation dollars, possible solutions can be found to help the student participate more positively

OPTIONAL ATTACHMENT A: CONTENT AREA PEDAGOGY

Pre-K

ARISE Academy is especially excited to work with young pre-kindergarten students to set a strong foundation of academic excellence and fostering a love of learning that will ultimately lead to success in high school, college and the world beyond. This philosophy has guided the choices we make for supplementing the LCC curriculum

ELA

ARISE Academy will use the Wright Group's *Doors to Discovery* (McGraw Hill) as its primary supplemental curriculum to enhance and support the Louisiana State Curriculum. *Doors to Discovery* is a Pre-kindergarten program that builds a foundation of oral language, phonological awareness, alphabet knowledge, and concepts of print and a love of books. *Doors to Discovery* has been used successfully in Head Start, public schools, Early Reading First Centers of Excellence and successful high-performing charter schools. In the second half of the year, ARISE Academy anticipates needing to further supplement with Rigby's Kindergarten literacy program as we further strengthen skills and move towards Kindergarten. This aligns well with our continuum

daily language arts activities, including read-alouds, shared reading, phonological awareness, journal writing, shared writing, guided reading (small group instruction), storytelling, and opportunities for discussion and vocabulary development; all of which are key aspects of successful early literacy programs with proven results in environments. We are excited to present our Pre-Kindergarten scholars with 115 minutes of quality, well thought-out, LCC-aligned Language Arts time everyday. We believe this sets a solid foundation for excellence to be achieved.

Math

ARISE Academy will use Scott Foresman-Addison Wesley Pre-Kindergarten math program to develop math skills and essential understandings. The program allows for articulation and discussion of essential outcomes and conceptual understandings. The program begins questioning strategies that develop higher order-thinking skills. Communication builds a deep understanding of mathematics. Saxon math is picked up mid-way through the year and used to enhance and prepare the ARISE scholar for kindergarten math. It is a natural and supportive transition. These math programs focus on counting and numbers, spatial sense and geometry, patterns, measurement, data collection and logical reasoning. Both these programs have been used successfully in urban charter schools with similar populations to the ones ARISE seeks to serve. ARISE scholars in Pre-Kindergarten receive instruction in both whole-class and small group instruction. ARISE Academy scholars in Pre-Kindergarten will get 75 minutes of quality, well thought-out, well delivered math instruction daily. This gives our scholars the opportunity for future excellence.

Learning Centers

ARISE Academy pre-kindergarteners will use strategically planned learning centers throughout their days to enhance and individualize learning. Each center has a carefully planned activity, which reinforces skills and concepts previously taught. This learning time also provides a unique opportunity for students to experiment, to interact with others and to be creative. Learning centers include: art, blocks/construction, computer, dramatic play/kitchen, math (manipulatives), science, writing, sand tables and others. The Learning centers foster academic and social growth, two key goals of the ARISE Academy mission.

Kindergarten- 5th Grade

ELA

ARISE Academy will use the Rigby Literacy Program to support and develop literacy growth in its K-5 scholars. The Rigby Literacy K-5 Program is classroom tested and scientifically research-based. Rigby Literacy offers a variety of instructional methods and materials that meet the reading research requirement articulated in the National Reading Panel report: *Teaching Children to Read*. Daily literacy activities include: writing supported by the Wonder Writers program, small group guided reading, whole group shared reading, building words with magnetic letters, learning concepts of print through big books and poems, and phonemic awareness supported by poems, songs, and other activities. Teachers use assessments (including DIBELS) to track progress towards literacy objectives for the year. In addition, teachers complete running records on a quarterly basis in order to determine the correct reading level for guided reading instruction. This will allow our team to track with frequency and diagnose learning gaps. From this data

instruction will flow, differentiated for all learners. This is consistent with ARISE Academy's mission to raise each student's academic level. ARISE Academy scholars will receive at least 115 minutes of well thought-out, LCC-aligned ELA specific learning time everyday.

Math

ARISE Academy will use Saxon Math to supplement the LCC. Saxon Math develops new concepts through hands-on activities and rich mathematical conversations that actively engage students in the learning process. Concepts are developed, reviewed, and practiced over time. Everyday Math also may be used to enhance the kindergarten math program and prepare a cohesive continuum to first grade. Learning Centers are utilized and supported by The National Council of Teachers of Mathematics (NCTM). They provide opportunities to explore and experiment with mathematical concepts and ideas on their own, while also learning about them during whole group instruction. ARISE Academy scholars will receive at least 80 minutes of quality, well thought-out, LCC-aligned math specific learning time everyday.

Social Studies

ARISE Academy will use the Urban Education Exchange General Knowledge Program to support social studies instruction. Through units such as The World of Arts and Artists students remain engaged with the world around them. This series is written especially for low-income, high poverty students and seeks to deepen understanding from texts and allow the student to make true connection to and ownership of the knowledge. ARISE Academy believes this program is essential for understanding key concepts and developing skills that will ensure success in later grades as students need the ability to draw meaning/understanding from texts.

Science

ARISE Academy will use the Delta Science Program to guide science instruction. The activities in the Delta Science Program engage students in inquiry-based learning. ARISE Academy their kindergarten scholars will learn better when they are engaged and involved. This will bolster and strengthen the knowledge acquisition and long-term memory of the knowledge. It is in this vein that we have designed a curriculum for readers to continue advancing, excel beyond grade level and have opportunities to remediate skills that they lack.

6th-8th

Math

We will use Saxon Math to provide a continuum of math services as our scholars move towards having the skills to fulfill our mission. Research has shown that users of Saxon Math achieved higher performance levels than their peers. Users of Saxon middle school math program have also been tracked and have a higher rate of passing high school graduate exams indicating users of the program retained the knowledge they were taught. The No Child Left Behind Act (NCLB) mandates that educational materials purchased with public funds must be proven by scientific research to improve student achievement in the classroom and Saxon Math fits this description. Saxon Math spirals materials to provide constant use of math strategies. Saxon Math is teacher friendly and helps teachers improve and expand their practice.

ELA

ARISE Academy will use The Junior Great Books program which helps students develop reading comprehension strategies and critical-thinking skills that are essential for effective reading. The Junior Great Book Program uses a "Shared Inquiry Method." This method motivates students to read because they look forward to participating in an exciting discussion, adding enthusiasm to class and aligning with ARISE values. We seek to enhance student learning by giving the students a stake in what they are learning. Shared Inquiry fosters this sense of ownership by giving students responsibility for developing their own ideas during a discussion. Students need a variety of reading experiences which great books provides.

Great Books has incredible strategies to allow all levels of readers to actively participate in Shared Inquiry discussion. Great Books emphasizes the importance of multiple readings and reading aloud to students, both which are regularly promoted accommodations that help students. Full use of the sequential pre-discussions will pre-load information to prepare scholars who need extra attention and exposure. Each activity is designed to take students to progressively deeper levels of comprehension as a firm foundation for critical thinking. During a discussion, students learn to collaborate to solve problems of meaning and develop their understanding of the text. Reading becomes less lonely and difficult, and more exciting, as they experience the joy of shared discovery.

A writers workshop will be used as we seek to grow incredible communicators at ARISE Academy. Writer's workshop begins with a mini-lesson guided by the teacher and follows with independent writing. During independent writing teachers conferences with individual student's teachers can give daily individual attention to writers and discuss use of strategies. Writer's workshop fosters a love of writing by giving the student opportunities to write about pertinent topics in their life while expanding their writing capacity through using specific writing strategies that are modeled and facilitated.

Science

Students will continue with the Foss Science Program that is inquiry based, research proven and hands on. As ARISE scholars advance into the middle grades they will begin to keep a science "notebook." These notebooks will allow for more integration to other subjects. The notebooks also allow for authentic and alternative assessments, both formal and informal.

Social Studies

ARISE Academy will use the Louisiana Comprehensive Curriculum supplemented by E.D. Hirsh's Core Knowledge Sequence. The Core Knowledge Sequence allows students to be literate, culturally aware citizens. It is a research based curriculum that is mapped out sequentially using best practices of scope and sequence. It will allow the ARISE scholar to progressively become advanced holders of the knowledge that is History. This social studies curriculum will be presented in a way that is engaging and challenging. Teachers will expect students to master the key concepts and vocabulary, and they will also teach them to analyze primary sources, debate different points of view, establish cause and effect, and make connections. Social studies class will be a fast-paced, multi-modality environment in which students are able to advance their non-fiction reading skills, learn important content, and apply it in written essays and oral presentations, reinforcing literacy instruction.

In addition to the Core Knowledge sequence, we will also use the History Alive' Texts. These texts encourage a teaching approach that is mindful of the challenges of standards-based instruction, yet also promotes innovative, effective instruction that excites students about social studies. These texts will allow our students to make connections between history and their own lives, a concept vital to full understanding and ownership of knowledge.

Optional Attachment B: Partnership Letter with New Schools For New Orleans

New Schools for New Orleans Partnership Letter: ARISE Academy

I Organizational Summary

New Schools for New Orleans [NSNO] is committed to realizing its vision of an excellent public school for every child in New Orleans. In working towards this vision, NSNO considers the creation of new schools to be one of the most effective drivers for raising student achievement and transforming the public education system of the city. As such, it invests extremely heavily in recruiting, selecting, and training excellent educators to launch independent public charter schools in the city.

NSNO's staff has a long and successful track record of launching new public charter schools. All told, in their careers NSNO staff members have launched over 40 public charter schools across the country, including numerous KIPP schools, which consistently rank among the highest-performing schools in the country. With its New School Incubation Program, NSNO utilizes these best practices to serve the goal of accelerating the creation of a critical mass of high performing charter schools in the city. More than any other city in the nation, New Orleans is primed to prove to the nation that all children, regardless of race or class, can succeed at the highest levels – and NSNO will work relentlessly to ensure that this occurs.

II Partnership with ARISE Academy

Over the past two years, NSNO has conducted local and national searches to seek out educators who are willing to devote their careers to closing the achievement gap in New Orleans. To date, NSNO has supported under 7% of all applicants to its New School Incubation Program. Thus, it was only after an extremely rigorous selection process that NSNO agreed to partner with the founder of ARISE Academy. NSNO entered into this partnership because it firmly believes that the founder of ARISE Academy is one of the most talented and entrepreneurial educators in the nation, and it is extremely confident that his school will prepare New Orleans children for college and the world beyond.

As part of its New School Incubation Program, NSNO will provide the founder of ARISE Academy with intensive training in five main strands: leadership, organizational development, instruction, operations, and governance, all strands will be taught by national experts in these respective fields. Additionally, NSNO will arrange site visits and residencies at the highest performing charter schools in the country, including schools in the KIPP, Achievement First, and Uncommon Schools networks. Finally, NSNO will provide targeted post-opening support, including biannual school reviews and follow-up action planning. Through the program, NSNO will provide over \$250,000 in direct grants and in-kind services to the school.

III Partnership Structure

The partnership structure between NSNO and ARISE Academy is that of grantor to grantee. NSNO is not a charter management organization, and ARISE Academy will be governed by an independent Board of Directors. Rather than acting as an operator, NSNO will serve ARISE Academy through intensive training, financial assistance, and post-

opening support By acting as an incubator, rather than an operator, NSNO hopes to seed the New Orleans public school market with a number of high-performing schools which can become sustainable independent organizations that can serve New Orleans children for decades to come NSNO looks forward to the day when ARISE Academy is one of the many schools preparing New Orleans children for college and beyond

Optional Attachment 3: Letter of Insurance Agreement



Arthur J. Gallagher Risk Management Services, Inc. --- - - - -

September 16, 2008

Attention: Andrew Shahan

Re: Insurance Requirements for ARISE Academy

Thank you for asking Arthur J. Gallagher Risk Management Services Inc., to provide insurance for your proposed charter school. As we discussed, we will not be able to provide a formal proposal of insurance at this time. Subsequent to approval of your charter please contact us and we will put together an underwriting submission for the market place. We anticipate, but cannot confirm, that your school will be eligible for coverage with our new charter school program.

This letter will serve as notice of our intent to work with you to secure insurance that is in compliance with the insurance requirements for charter schools, which is attached. We write insurance for other charter schools in the New Orleans area, and look forward to working with you.

Please let me know if I can be of further assistance.

Sincerely,

Jill Couvillon

Arthur J. Gallagher Risk Management Services, Inc.

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